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*Pamphlet No. 23* *July, 1931*

# AN ANNOTATED BIBLIOGRAPHY ON THE EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN

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UNITED STATES GOVERNMENT PRINTING OFFICE - - - - WASHINGTON - - - - 1931

For sale by the Superintendent of Documents, Washington, D. C. - - - - - - - - - - - Price 10 cents

# CONTENTS


| | Page |
|---|---|
| Introduction | 1 |
| I. General references | 4 |
| II. Behavior problems and juvenile delinquents: | |
| A. General principles | 7 |
| B. Clinical procedures | 11 |
| C. Case studies | 13 |
| D. Surveys and research | 15 |
| III. Crippled | 18 |
| IV. Deaf and hard of hearing | 20 |
| V. Gifted or mentally accelerated | 23 |
| VI. Malnutrites and organic defectives | 25 |
| VII. Sight defectives: | |
| A. The blind | 28 |
| B. Sight-saving | 31 |
| VIII. Speech defectives | 32 |
| IX. Subnormal and backward | 35 |
| X. State and city school bulletins | 39 |
| XI. Associations and periodicals: | |
| A. Associations interested in exceptional children | 46 |
| B. Periodicals devoted to exceptional children | 47 |

# CONTENTS


| | Page |
|---|---|
| Introduction | 1 |
| I. General references | 4 |
| II. Behavior problems and juvenile delinquents: | |
| A. General principles | 9 |
| B. Clinical procedures | 11 |
| C. Case studies | 13 |
| D. Surveys and research | 15 |
| III. Crippled | 18 |
| IV. Deaf and hard of hearing | 20 |
| V. Gifted or mentally accelerated | 23 |
| VI. Malnutrition and organic defectives | 25 |
| VII. Sight defectives: | |
| A. The blind | 28 |
| B. Sight-saving | 31 |
| VIII. Speech defectives | 32 |
| IX. Subnormal and backward | 35 |
| X. State and city school bulletins | 39 |
| XI. Associations and periodicals: | |
| A. Associations interested in exceptional children | 46 |
| B. Periodicals devoted to exceptional children | 47 |

# AN ANNOTATED BIBLIOGRAPHY ON THE EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN

## INTRODUCTION

*Meaning of "exceptional children."*—The term "exceptional children" has been subject to a variety of interpretations. A popular conception has been inclined to limit it to those who show exceptionally high ability in one or another field. On the other hand, some books have appeared on the education of "exceptional" children which deal primarily with those who are mentally retarded. In truth, however, the term may be considered much more comprehensive than either one or both of these usages would imply. The physically handicapped, the deaf, the blind, the crippled, and those who are suffering from organic weaknesses; the speech defective, the origin of whose difficulty may be either physical or mental; those exhibiting serious behavior problems or social maladjustments; the mentally superior; and the mentally retarded—all these are rightfully included under the caption "exceptional children," if we consider marked deviation from a general statistical average in either mental or physical traits the criterion of exceptional status.

It is in this broadly defined sense that the term "exceptional children" is being used increasingly in educational thought. Such children are all bound together by the tie of being different [1]—so different that they need special educational consideration, special facilities, and special curricular provisions if their latent powers are to be developed to a maximum capacity for their own happiness and for the social welfare of the community and of the nation of which they form a part. Moreover, the organization of State and city school systems frequently places them all under the same general administrative direction.

The year 1920 was set rather arbitrarily as marking the beginning of the bibliographical material listed, since educational theory and practice have changed so rapidly during the past decades that we feel publications issued since 1920 will give a rather comprehensive approach to our modern conception of the problem. The historian will of course need to go back into the preceding years to

[1] We recognize, of course, the principle of individual differences among all children and the responsibility of the school to make provision for them. We are here limiting our consideration, however, to those who present a marked deviation from average.

trace the development of our present program. Many of the books listed in the following pages do in themselves include bibliographies which will be of suggestive value to the student who is interested in the history of the movement.

Frequent difficulty was encountered in the selection of the material to be listed, due to the overlapping of the fields of sociology and medicine with those of education and psychology, as well as to the wide application given to-day to the activities of health education and physical training. Particularly was this true of the material included under the sections on "organic defects" and on "behavior problems and juvenile delinquency," which have become the subject of so much literature written from the standpoint of health, social welfare, and civic betterment. In each case of doubt, the attempt was made to evaluate the material on the basis of its educational or psychological significance with specific reference to exceptional children as defined above. Books relating primarily to the treatment of "problem" children in psychological or psychiatric clinics or to special provisions made by the school to combat malnutrition would thus be included, but those dealing with general health programs, with the medical problems involved, or with the procedures of juvenile social or civic agencies would be omitted. The writer is personally responsible for all such decisions made.

*Material included in bibliography.*—For these reasons it has seemed fitting to publish in one volume a bibliography concerned with all these types of children. Our objective has been to make it a working bibliography of comparatively recent books, printed bulletins, and printed pamphlets, for those who are interested in the education and psychology of exceptional children. It is our hope that it will be of value both to the practical administrator and educator and to the research student working in this field.

Because of the vast amount of literature which has appeared on various aspects of the subject, we have deemed it wise to limit the bibliography to those books and printed bulletins and pamphlets, published in the English language and issued since 1920, which deal exclusively or primarily with problems of exceptional children. We recognize that this basis of selection has eliminated much valuable material in periodicals, specific chapters or sections in books of more general character, and mimeographed bulletins issued by school systems or other organizations. Mimeographed material, however, is short-lived and soon becomes unavailable; periodical material can be located through the various indexes of educational and psychological journals, as well as through the Record of Current Educational Publications issued by this office; and if we were to include all the books devoting one or more chapters to the problems of exceptional children, we should need to list almost every

textbook that has ever been published on educational, clinical, and abnormal psychology, educational method, and school organization.

*Method of construction.*—In the fall of 1930 a letter was sent to every publishing company in the country, indicating the project which was under way, and requesting catalogues or announcements of books published which might be considered for inclusion in the bibliography. Likewise, a letter was sent to every State, county, and city superintendent of schools asking for bulletins or other material describing his program of work for exceptional children. Contacts were similarly made with educational and psychological organizations interested in the various types of exceptional children.

The accumulation of material by these means was supplemented by reference to the Cumulative Book Index, to bibliographies in books already known, and to library card catalogues. The library of the United States Office of Education and the Library of Congress constituted the ground of search. No book has been included which has not been examined personally by the writer, who is also responsible for all annotations made.

*Classification of publications.*—The bibliography has been divided into 12 sections. The first of these comprises references of general nature, dealing with several or all types of exceptional children or with the administration of special education as a whole. Then follow eight sections, each of which is devoted to the consideration of one major group of exceptional children. Section X includes all available printed bulletins issued by State and city school systems, presenting local policies and programs, while Section XI lists the associations interested in the various types of exceptional children and the periodicals devoted exclusively to their interests.

*Acknowledgments.*—The writer wishes to acknowledge the courteous cooperation of publishers, organizations, school officials, and other individuals who have assisted in the compilation of this bibliography. Especially are we grateful to those who have sent to us copies of printed material for inclusion.

Despite, however, all our efforts to make the bibliography complete within the limits specified, we recognize the fact that some publications may have been overlooked. We shall be glad to have our attention called to any which should have been listed. We invite school administrators, special class directors or supervisors, clinical organizations, and any other foundations or associations interested in exceptional children to send us copies of their reports or of publications issued by them, whether in printed or mimeographed form. We are hoping to supplement this bibliography from time to time with others on the same subject and shall appreciate the cooperation of all who have a contribution to make.

## I. GENERAL REFERENCES

**Baker, Harry J.** Characteristic differences in bright and dull pupils. Bloomington, Ill., Public-school publishing company, 1927. 118 p.

On the basis of contributions made by 500 Detroit teachers who were chosen for their success in dealing with bright or with dull pupils, the author has summarized the outstanding differences between bright and dull pupils in their mental characteristics, in their educational characteristics as shown through various subjects of the curriculum, and in the methods of teaching which they required. Found that "the observations of mental examiners as to psychological characteristics of bright pupils and of dull pupils parallel these educational observations in a very remarkable way."

**Broady, Knute O.** School provisions for individual differences. New York, Teachers college, Columbia university, 1930. 101 p. (Teachers college. Contributions to education, no. 395)

A formulation of policies collected and evaluated through visitation, conference, and questionnaire. Policies listed include those relating to provisions for the mentally and scholastically subnormal, the physically handicapped, and other special groups; to promotion and guidance, to adjustments within classes; and to corrective classification of individual pupils. The study gives generally accepted standards for admission to various types of classes, organization principles, and data necessary for adequate child accounting. Bibliography.

**Brown, Andrew W.** The unevenness of the abilities of dull and of bright children. New York, Teachers college, Columbia university, 1926. 112 p. (Teachers college. Contributions to education, no. 220)

A comparative study of the relation between the abstract, mechanical, and non-verbal abilities of dull and of bright boys at different age levels. "The results of this study do not in any way support the claim of some of the earlier writers that unevenness in the development of abilities is the specific characteristic of feebleminded children." . . . "Dull boys and bright boys show an equal amount of unevenness in all the abilities considered. Each boy of each group should be considered as a unique individual who needs individual educational and vocational guidance." Bibliography.

**Carroll, Herbert A.** Generalization of bright and dull children. New York, Teachers college, Columbia university, 1930. viii, 54 p. (Teachers college. Contributions to education, no. 439)

A study of the comparative ability of bright and dull children to generalize through the medium of spelling. It investigates (1) kinds of spelling errors made; (2) syllable placement of the errors and incidence of errors with respect to length of words in terms of syllables; (3) phonetic analysis of misspelled words. It concludes that bright and dull children show marked differences in kinds of spelling errors made; that they are affected differently by the length of word and position of syllable. The explanation appears to lie in the superiority in phonetic generalization ability of bright over dull. The study seems to bear out the thesis that intelligence is important in generalization in spelling.

**Davidson, Helen P.** An experimental study of bright, average, and dull children at the four-year mental level. Worcester, Mass., Clark university press, 1931. p. 119–289. (Genetic psychology monographs, vol. ix, nos. 3 and 4. 1931)

"It was desired to find out to what extent children with a mental age of four years could learn to read; and . . . whether bright, average, and dull children, all of this mental age, would learn to read equally well under the same experimental conditions." Results of experimental procedure showed great individual differences in ability to learn to read at the mental age of 4 years. They also indicated that younger brighter children were superior to the dull older group of the same mental age.

**Dickson, V. E.** Mental tests and the classroom teacher. New York, The World book company, 1923. 231 p.

In a simple, straightforward style the author discusses the place of mental tests in the classroom. He outlines methods that may be used in handling children who are either below or above normal in intelligence, and gives many practical suggestions as to how the teacher may study her pupils in order to secure as complete information about them as possible.

Gesell, Arnold. Exceptional children and public-school policy. New Haven, Conn., Yale university press, 1921. 66 p.

A mental survey of the New Haven elementary schools, together with recommendations for school provisions which should be made for exceptional children and for a State policy of support.

Hilleboe, Guy L. Finding and teaching atypical children. New York, Teachers college, Columbia university, 1930. 150 p. (Teachers college. Contributions to education, no. 423)

An attempt to classify atypical children, to determine approximate numbers of each type, to evaluate methods for their selection, diagnosis, and placement, and to indicate the procedure necessary for effective follow up. The author finds that 11 per cent of the school population deviate so markedly as to make necessary provision for their education in special classes. Bibliography.

Hollingworth, Leta S. Special talents and defects. New York, The Macmillan company, 1923. 216 p.

The author shows the advance that has been made in the detection of special talents and defects among school children. She discusses the relation of such traits to the various school subjects.

Horn, J. L. The education of exceptional children. New York, The Century company, 1924. 237 p.

A study which considers the extent of special class development in 68 cities of 100,000 population (1920). It excludes the lowest 3 per cent as institutional and the highest 3 per cent as "not educable in groups." "Ninety-four per cent of the population would doubtless be better cared for in a differentiated manner adapted to their intelligence, if the other 6 per cent were definitely recognized as not presenting school problems."

Irwin, Elizabeth A. *and* Marks, Louis A. Fitting the school to the child. New York, The Macmillan company, 1924. 339 p.

A careful account of the results of classifying the pupils of a large elementary school by means of intelligence tests and of adequate psychological facilities for diagnosing and treating children's difficulties. The book is a practical argument for the judicious use of intelligence tests and for the adaptation of school work to the capacities of normal or exceptional children. Bibliography.

London County council. Special education of ailing or defective children. London, England, P. S. King & son, ltd., 1928. 12 p.

Notes on the provision made in London for the education of children in special schools and classes. They include schools for the blind and partially seeing, schools for the deaf and hard of hearing, schools for the crippled, open-air schools, schools for mentally defective children, epileptics, and speech defectives. The appendix gives the list of special schools considered.

Martens, Elise H. Education of exceptional children. Washington, Government printing office, 1931. 38 p. (United States Office of education. Bulletin, 1931, no. 20, Chapter XI)

A report designed to give a comprehensive view of recent developments in the education of mentally and physically exceptional children. Considers problems of incidence; sociological aspects of the situation; State, city, and county administrative provisions; curriculum; mental hygiene facilities; and opportunities for teacher training. Lists problems of research that should be studied.

New Zealand. Education, child welfare, state care of children, special schools, and infant-life protection. Wellington, W. A. G. Skinner, Government printer, 1929. 16 p.

Considers the field of special provision for exceptional children. Outlines the work being done in New Zealand for the deaf and blind children, for children with defective speech, for the mentally backward, and for the delinquent.

Playground and recreation association of America (New York city). Handcraft for home, school, playground and summer camp. New York, 1930. 79 p.

Contains full-sized patterns and directions for making articles which children of different ages can construct, such as cardboard and wooden doll furniture, lanterns, kites,

boats, bird houses, paper dolls, etc. One hundred eighteen different projects are described. The plans are simple, the material easily secured, and the few tools required are inexpensive. Valuable for teachers of special classes.

Russell Sage foundation. Social work year-book. New York, The Russell Sage foundation, 1930. 600 p.

A record of the organized efforts in the United States to deal with social problems. It describes the fields of social work, with events and developments of the year 1929, including a descriptive roster of the 452 national agencies. It considers problems of delinquency, mental deficiency, mental hygiene, etc.

——— The handicapped child. New York, The Russell Sage foundation, 1929. 4 p. (Bulletin no. 93)

A selected bibliography on the education of blind, deaf, and crippled children. Includes references also on the partially sighted.

Scheidemann, Norma V. The psychology of exceptional children. New York, Houghton Mifflin company, 1931. 520 p.

Designed "to serve as a textbook for college courses in the psychology of exceptional children as well as a helpful manual and guide for teachers and principals in public and private schools." Considers the major types of physically and mentally exceptional children, and gives in condensed form the results of psychological research which has been carried on for each group. Speech disorders, sight and hearing defects, intellectual deficiency and superiority, behavior difficulties, and specialized abilities and disabilities are all discussed.

Special services of education in London, with foreword by G. H. Gater and F. N. K. Menzies. London, University of London press, 1929. 140 p.

An account of the measures directed to the health and welfare of children attending London elementary schools, and to the care of those who are defective, neglected, or delinquent. Considers the organization of committees responsible for the work, the various types of special schools, and the procedure followed in handling juvenile delinquency.

Terman, L. M. *and* Almack, J. C. The hygiene of the school child. 2nd edition. Boston, Houghton Mifflin company, 1929. 505 p.

A comprehensive text on the principles of child growth, the disorders of growth, and means of prevention. It considers malnutrition of the school child, tuberculous conditions, speech defects, disorders of vision and hearing, preventive mental hygiene, and other phases of child hygiene bearing an essential relationship to his school life. Numerous references at the close of each chapter.

——— Dickson, V. E. *and others.* Intelligence tests and school reorganization. New York, The World book company, 1922. 111 p.

"Experiments have been selected which are typical of the leading methods of readjustment now being attempted in different parts of the country," which are designed to provide for individual differences in learning capacity among children. Considers the application of intelligence tests in the classification and adjustment of school children.

Wallin, John Edward Wallace. The measurement of mental traits in normal and epileptic school children. Oxford, Ohio, Miami university, 1923. 175 p. (Bulletin, series 21, no. 8, 1923)

Gives "the results of a comparative investigation of epileptic and normal children by means of about a dozen independent psychological group tests." The tests represent various types of mental functions. Detailed data are given regarding the administration, interpretation, and results of each test, together with conclusions drawn from each one. General comparisons and conclusions from the whole study are also presented. "The decided inferiority of the epileptics is clearly apparent."

——— The education of handicapped children. Boston, Houghton Mifflin company, 1924. 394 p.

Affords a brief survey of the history of the care and the training of handicapped children, and discusses the technical requirements for the successful organization and teaching of special classes. Confines attention chiefly to the mentally subnormal.

White House conference, 1930. New York, The Century company, 1931. 365 p.

A "preliminary volume which presents the addresses delivered at the Conference and a digest of the summary reports of the 17 main committees composing the four different

sections." It includes reports on the handicapped and on special classes as a major division.

Wilson, Frank T. Learning of bright and dull children. New York, Teachers college, Columbia university, 1928. 56 p. (Teachers college. Contributions to education no. 292)

A comparison of progress in learning by four distinct groups of children representing varying levels of mental abilities and chronological ages. Very great individual differences were discovered, and all groups showed wide ranges of ability. Clear group differences were apparent in some, but not in all of the tasks assigned. "Apparently the proportion of gross muscular movement required by different tasks results in greater accuracy of work for older, more fully physically developed children, while tasks like the arithmetic and shorthand, in which there is a minimum of gross muscular movement and elements of greater novelty, show greater accuracy by children whose Binet rating is higher." Bibliography.

Woolley, Helen T. *and* Ferris, Elizabeth. Diagnosis and treatment of young school failures. Washington, Government printing office, 1923. 115 p. (United States Bureau of education. Bulletin, 1923, no. 1)

A detailed report of an observation class of 16 children, giving the history of each child for a period of four years, together with general conclusions drawn from the study. It emphasizes the importance of considering mental level, academic history, health status, attitude, and heredity in the diagnosis of young school failures.

## II. BEHAVIOR PROBLEMS AND JUVENILE DELINQUENTS

### A. GENERAL PRINCIPLES

Addams, Jane *and others.* The child, the clinic, and the court. New York, New Republic publishing company, 1925. 344 p.

A group of papers given at a joint commemoration of the 25th anniversary of the first juvenile court and of the 15th anniversary of the first psychopathic institute. They include consideration of the personality of the child; the function of the clinic in dealing with children; and the juvenile court as an instrument for social betterment and control.

Adler, Alfred. The education of children. Tr. by Eleanore and Friedrich Jensen. New York, Greenberg, publisher, inc., 1930. 309 p.

A treatment of the problem of the education of children from the standpoint of individual psychology. Deals with various difficulties of behavior, such as inferiority complex, striving for superiority, sex problems, etc. Includes a "Questionnaire for the understanding and treatment of problem children," drawn up by the International society of individual psychologists. Case histories illustrate the application of principles involved.

——— *and others.* Guiding the child. Tr. by Benj. Ginzberg. New York, Greenberg, publisher, inc., 1930. 268 p.

Gives an account of the problems, accomplishment, and failures of child-guidance clinics organized under the leadership of Adler. Consists of 21 essays written by various authors. Includes case studies representing various problems.

Averill, Lawrence A. The hygiene of instruction. Boston, Houghton Mifflin company, 1928. 386 p.

The book is written from the point of view of mental hygiene in the schoolroom. It shows how mental disorders can be prevented by proper training methods and by due consideration of the principles of mental hygiene in daily teaching. It considers such problems as the physical basis of mental health, the hygiene of classification, the problem child, and the mental hygiene of school subjects.

Behavior problems of school children. New York, National committee for mental hygiene, 1931. 20 p.

Considers briefly the characteristics and needs of the "nervous" child, the truant, the "bad boy" in the class, and the retarded child.

California Commission for the study of problem children. Report .... Sacramento, Calif., State printing office, 1929. 64 p.

The report of a commission of outstanding specialists in child guidance presenting the needs of California, and recommendations for further investigation and action regarding the problems of juvenile delinquency and behavior difficulties. Contains extensive bibli-

ography of books and articles relating to juvenile delinquency and the prevention of juvenile crime.

**Cameron, Hector C.** The nervous child. Third edition. New York, Oxford university press, 1924. 233 p.

Discusses the sources of nervousness in children and the various ways in which it expresses itself. Emphasizes the preventive aspects of the problem.

**Crawford, Nelson A.** *and* **Menninger, Karl A.,** *eds.* The healthy-minded child. New York, Coward-McCann, inc., 1930. 198 p.

A collection of articles by leading child-guidance specialists on the mental health problems of childhood. Includes contributions by Herman Adler, Lawson Lowrey, Ernest and Gladys Groves, Lillian Gilbreth, and others of national repute. Considers the subject from the point of view of both home and school. Contains a bibliography of books on problems of mental health.

**Culbert, Jane F.** The visiting teacher at work. New York, The Commonwealth fund, Division of publications, 1929. 235 p.

This study presents the work of the visiting teacher as an agent to assist the school, the home, and the community to solve the problems of maladjusted boys and girls. Bibliography.

**Germane, Charles E.** *and* **Germane, Edith G.** Character education. New York, Silver, Burdett & company, 1929. 510 p.

"It is estimated that annually 300,000 adults enter our jails and penitentiaries as inmates, the period of their incarceration varying all the way from a month to life. In 10 years, 3,000,000 will have been admitted to these penal institutions. The vital question for teachers and parents is: Where are those three million future inmates to-day? There is only one answer: They are in our homes and schools. They are criminals in the embryo. Why? The chief reason is that they are daily making many maladjustments to their life situations. Probably 97 per cent of these potential criminals could become good citizens if teachers, parents, and communities realized the significance of helping children make wholesome social adjustments to their many perplexing life problems." Part I of the book discusses how the school can help children to make the necessary adjustments in building character. Part II shows how the school and the home can cooperate in the task. Bibliography.

**Goddard, H. H.** Juvenile delinquency. New York, Dodd, Mead and company, inc., 1921. 120 p.

The book is written from the standpoint that juvenile delinquency can be prevented and a large part of adult criminality can be eradicated. It is centered about the work of the Ohio Bureau of juvenile research, describing its methods of procedure and the results secured. Discusses also the school's opportunity to prevent delinquency. Urges the detection by strictly scientific methods and the adequate care "of (1) those children who are feebleminded and incapable of learning; (2) those who are psychopathic and incapable of controlling their actions even when they know what is right." . . . "It is better and in the end cheaper for the State to do this than to wait until these children become vicious and antisocial adults."

**Grimberg, Leizer E.** Emotion and delinquency; a clinical study of 500 criminals in the making. New York, Brentano's, 1928. 147 p.

A treatment of the problem of delinquency from the standpoint of a neuropsychiatrist. On the basis of continued work with delinquent girls who were referred to him for medical diagnosis, the author holds that their delinquency was the result of emotional outbursts. He states that "a study of the cases, and the conclusions drawn from similar states of emotional instability and defectiveness by other authors, led me to believe that there is a definite organic basis responsible for the condition. This is an organ inferiority expressed in the hereditary endocrine imbalance. Upon such deductions I base my conception of constitutional inferiority, a condition in terms of which the greatest number of delinquents should be classified."

**Harrison, Elizabeth.** Misunderstood children. 5th edition. New York, The Macmillan company, 1922. 168 p.

Gives instances from real life of the successful use of the principles of modern child psychology in dealing with the sulky child, the moody child, the quick-tempered child, the slow child, etc. Constitutes a plea for the adequate study and treatment of children's difficulties.

Healy, William. Mental conflicts and misconduct. Boston, Little, Brown and company, 1928. 330 p.

A recent edition of a book first published in 1917. Its basic principle is that "the study of mental conflicts is a scientific method of approaching certain problems of misconduct." Gives extensive case material of children's behavior problems.

——— Practical value of scientific study of juvenile delinquents. Washington, Government printing office, 1922. 31 p. (United States Children's bureau. Publication, 1922, no. 96)

Discusses the principles of scientific study of delinquents, the relation of delinquency to mental life and to personality, and the importance of introducing the scientific spirit into procedures used with them.

Mateer, Florence. The unstable child. New York, D. Appleton & company, 1924. 471 p.

The author emphasizes the fact that children differ not only as to quantity of intelligence, but also as to quality. Some 12 or 15 different types of psychopathic children are cited. Suggestions are given as to the conduct and personnel of the clinical laboratory, the methods in use for differentiating the psychopathic child, and his treatment. Bibliography.

——— Just normal children. New York, D. Appleton and company, 1929. 294 p.

A consideration of the problems and difficulties met in the development of those whom the author calls "just normal children." Case studies are made the basis of the treatment given to health, mentality, behavior, emotion, and other factors included in the study of the whole child. The question and answer method of presentation is a unique feature of the book, through which constructive suggestions are made for the treatment of children presenting various types of problems.

Mental hygiene in the classroom. New York, National committee for mental hygiene, 1931. 44 p.

A pamphlet prepared by the department of child guidance of the board of education, Newark, N. J. Discusses various types of behavior problems arising in the classroom and suggests methods of treatment. "Children who misbehave," "children who fail," "children who come late," "children who are timid," "children who are dishonest," are among the groups considered.

Morgan, John J. B. Psychology of the unadjusted school child. New York, The Macmillan company, 1924. 300 p.

A very readable discussion of the difficulties of school children from the standpoint of behavior and personality, and of the possibilities within reach of the teacher in helping to remove such difficulties.

Myers, Garry C. The modern parent. New York, Greenberg, publisher, inc., 1930. 350 p.

A book which attacks the problems of maladjustments in children from the standpoint of parental guidance. It points out mistakes made and offers suggestions for improving techniques used in rearing children.

New York State crime commission. Crime and the community. Albany, N. Y., J. B. Lyon company, printers, 1930. 292 p.

An abstract of nine separate reports on causes of crime. Much consideration is given to various phases of the problem of juvenile delinquency and to the earlier behavior problems which are the forerunners of delinquency. "The ultimate crime prevention task is that of guiding the development of childhood behavior." The responsibility of the school is emphasized in this connection. Bibliography.

Palmer, Emily G. *and* Noall, Irvin S. The part-time school and the problem child, an investment in social insurance. Berkeley, Calif., University of California, School of education, Division of vocational education, 1926. 72 p. (Part-time education series, no. 14)

Considers the responsibility and the opportunity of the part-time school as an agent in helping to prevent delinquency. Discusses its organization and administration and outlines the conditions under which a part-time school can be expected to succeed in realizing this objective. Bibliography.

**Richardson, Frank H.** The nervous child and his parents. New York, G. P. Putnam's sons, 1928. 400 p.

Considers nervousness the underlying factor in numerous behavior problems of childhood. Analyzes the causes of nervousness, and emphasizes the importance of removing the cause in order to eliminate the problem.

**Russell Sage foundation.** A bibliography of juvenile delinquency. New York, The foundation, June 1930. 4 p.

A selected bibliography on juvenile delinquency, including books, reports, and magazine articles.

**Thom, Douglas A.** Child management. Washington, Government printing office, 1928. 47 p. (United States Children's bureau. Publication no. 143)

A discussion of behavior problems of early childhood, together with suggestions for meeting them. Written from the standpoint of the parents' responsibility.

——— Everyday problems of the everyday child. New York, D. Appleton and company, 1927. 350 p.

Discusses behavior problems as an outgrowth of unfavorable environment and training. Written in simple and non-technical language, recommending methods of handling the common behavior problems of children.

**Thomas, William I.** *and* **Thomas, Dorothy Swain.** The child in America. New York, Alfred A. Knopf, 1928. 583 p.

A comprehensive work on the various types of approach made to problem children and their adjustment. It includes consideration of psychiatric child guidance clinics, psychometric methods, sociological approach, personality testing, and various other techniques used in child study and treatment. It is valuable for its presentation of the entire field of behavior problems and programs.

**Vanden Bergh, Leonard John.** Public schools *vs.* delinquent youth. Los Angeles, Calif., Clark publishing company, 1929. 224 p.

Considers juvenile delinquency from the point of view of heredity and environment, psychology and education. Points out the weaknesses of the public school in dealing with the problem and makes specific recommendations looking toward more constructive character education.

**Van Waters, Miriam.** Parents on probation. New York, New Republic publishing company, 1927. 333 p.

Based upon the author's experience in juvenile-court work, through which the failures of parents to live with their children and to guide them aright was demonstrated again and again. Abundant case material is included showing the true needs of delinquent children and the background of their delinquency. Bibliography.

——— Youth in conflict. New York, New Republic publishing company, 1925. 293 p.

A discussion of the problem of youth's adjustment to present-day social conditions. It considers conflicts in the home, the school, the community, and the court, and outlines a program of mental hygiene and correctional education which shall help the maladjusted boy and girl to make good. "When in adult society the emphasis is shifted from transitory economic goals and seeking for power to the primary biological goals of healthy childhood, juvenile delinquency will no longer be an insoluble problem. It will depend on the attitude of adults toward life."

**Wexberg, Erwin.** Your nervous child: a guide for parents and teachers. Tr. into English by Walter Beran Wolfe. New York, Albert and Charles Boni, 1927. 178 p.

The point of view adopted by the author is that of Adler's "Individual psychology," which he believes is "the key to the understanding of the child's soul." Considers the manifestations and causes of nervousness in the child, and recommends the treatment to be followed for its correction.

**Wile, Ira S.** Physical problems of abnormal behavior. Chicago, American medical association, 1928. 7 p.

A study which emphasizes the importance of interpreting behavior "in terms of time, place, and circumstance." Physical condition is one of these "circumstances" which has an important bearing upon the problem. Several types of physical disability which conduce to problems of behavior are cited.

### B. CLINICAL PROCEDURES

Babcock, Marjorie E. Applications of clinical psychology in Hawaii. Honolulu, Mercantile press, 1927. 82 p. (University of Hawaii. Research publication no. 1)

Considers the social and educational problems in Hawaii; the results of examinations given to maladjusted children; the value of tests used; and the need for the extension of clinical facilities for the diagnosis and treatment of maladjustment.

Branham, V. C. An analysis of 1,671 cases brought to the child guidance clinics of the New York State department of mental hygiene. Utica, N. Y., State hospitals press, 1929. 21 p.

This study considers the possible hereditary factors, home situations, physical conditions, and mental traits, together with a diagnostic classification of cases and their therapeutic disposition.

Brinker, Dorothy. Social history outline. Sacramento, Calif., State department of institutions, 1929. 8 p. (Bulletin, new series, no. 1, 1929)

A suggested outline for a minimum schedule of material to be obtained in a clinical case study. Includes personal history, family history, and environmental data. Gives suggestions for reading.

——— *and* Fenton, Norman. The visiting child-guidance clinic and the community. Sacramento, Calif., State department of institutions, 1930. 10 p. (Bulletin, no. 3, New series, July 1930)

"The purpose of the visiting child guidance clinic is to offer the services of specialists to communities in California to assist them in bringing about the adjustment of children who present educational or behavior problems." This bulletin indicates the relationship between the clinic and the community and the part which each should play in the program.

Brown, Sanger *and* Potter, Howard. The psychiatric study of problem children. Utica, N. Y., State hospitals press, 1930. 150 p.

The authors are physicians who have had extensive experience with psychiatric problems of children. The study furnishes a comprehensive guide for the study of these cases, dealing with the examination of problem children, history taking, and a classification of clinical types, with a general description of each group. It also considers the care, management, and treatment of such children, including a consideration of home training by parents and the management of special educational problems by teachers.

Clark, Mary Augusta. Recording and reporting for child guidance clinics. New York, Division of publications, Commonwealth fund, 1930. 148 p.

"Presents the plan for keeping records and making reports that was initiated in the demonstration clinics" of the program of the Commonwealth fund. "Emphasis is placed on procedure in handling forms and a feature of the book is the series of detailed directions for making use of those provided." Also gives suggestions for interpretation of information secured through the forms.

Commonwealth fund. Directory of psychiatric clinics for children in the United States. New York, Division of publications, the Commonwealth fund, 1928. 181 p.

"Only such clinics are included in this directory as provide regular service to the public for the study and treatment of the behavior problems of children, and which have psychiatrists regularly on their staffs." No attempt is made to appraise the work done, but information is given regarding auspices under which the clinic is operating, its staff and the number of cases handled. The clinics are classified by States.

——— Joint committee on methods of preventing delinquency. The Commonwealth fund program for the prevention of delinquency. New York, The Joint committee on methods of preventing delinquency, 1923. 16 p.

A statement of purposes, methods, and organization of the Commonwealth fund program which was planned for a period of 5 years in the study of means of preventing delinquency.

——— ——— The Commonwealth fund program for the prevention of delinquency, progress report. New York, The Joint committee on methods of preventing delinquency, 1925. 47 p.

Also contained in the report for 1926, in 48 pages.

A brief account of the progress made in the program of the Commonwealth fund during the years in which it had been carried on.

Dougherty, Mary L. The educational clinic of the Department of education. Baltimore, Md., Johns Hopkins university press, 1929. 78 p. (Studies in education, no. 11)

This is a study of the records of 18 selected cases brought to the attention of the educational clinic at Johns Hopkins university. The report shows the scope of work carried on by the clinic and is indicative of the procedure used in dealing with problems referred to it. The problems presented include those involving home and school adjustment, speech defect, reading difficulty, school acceleration, school placement, school prognosis, and school behavior.

Ecob, Katharine. A program for county mental hygiene committees. New York, State committee on mental hygiene of the State charities aid association, n. d. 7 p.

A suggested outline for the organization of mental hygiene facilities within a county.

Ellis, Mabel Brown. The visiting teacher in Rochester. New York, Joint committee on methods of preventing delinquency, 1925. 205 p.

Describes the organization of the visiting teacher movement in Rochester, N. Y., and its place in the prevention and the adjustment of school problems of behavior. Presents methods of procedure and includes illustrative cases. Appendix gives forms used in the case work and in making reports.

Fenton, Norman. The visiting child-guidance clinic of the California bureau of juvenile research. Sacramento, Calif., State department of institutions, 1930. 7 p. (Bulletin new series, no. 2, January 1930)

Outlines the program inaugurated by the California Bureau of juvenile research in bringing the first visiting child-guidance clinic in California to the communities of the State.

Hildreth, Gertrude H. Psychological service for school problems. New York, World book company, 1930. 317 p.

Much of the reference material needed for the coordination of psychological service and the functions of administration of teaching are brought together in this volume. It considers elementary and junior high-school grades in both public and private schools. A bibliography of books, articles, and selected tests and scales used in psychological service is included.

King, Anna Elizabeth. Changing the delinquent attitude. Cleveland, Ohio, School of applied social sciences of Western reserve university, with the assistance of the Catholic collegiate association, 1927. 80 p.

A study of effective treatment in the cases of 44 delinquent girls. Gives case studies representing the most typical adjustments made.

Lee, Porter R. *and* Kenworthy, Marion E. Mental hygiene and social work. New York, Division of publications, Commonwealth fund, 1929. 309 p.

A description of the work of the Bureau of children's guidance conducted by the New York School of social work as a center for the psychiatric study and treatment of children who present problems in behavior. Part 1 considers the nature of the work done and the methods used in child guidance. Part 2 discusses education for psychiatric social work as carried on by the bureau.

Mink, Myrtle Strom *and* Adler, Herman. Suggested outline for history taking in cases of behavior disorders in children. Springfield, Ill., State department of public welfare, 1926. 21 p. (Bulletin series C, no. 99, 1926)

A schedule set up to obtain the information needed for case analysis. Includes items of personal history, family history and environmental factors. Illustration given from an actual case study.

Sapir, Jean. An active case in social service. Springfield, Ill., State department of public welfare, 1927. 9 p. (Bulletin series C, no. 103, 1927)

A description of an actual case taken from the records of the Illinois Institute for juvenile research, showing the process of treatment in a typical case carried on by the social service.

Sapir, Jean. A morning in the clinic. Springfield, Ill., State department of public welfare, 1928. 14 p. (Bulletin, series C, no. 112, 1928)

Describes a daily program of the clinic of the Illinois Institute for juvenile research.

Truitt, Ralph P.; Lowrey, Lawson G. *and others.* The child-guidance clinic and the community. New York, The Commonwealth fund, Division of publications, 1928. 106 p.

A group of papers written from the viewpoints of the clinic, the juvenile court, the school, the child-welfare agency, and the parent. The contributors include representatives of each of these groups, who outline the functions of a child-guidance clinic and the assistance which it can give to their respective fields.

United States Department of Labor. Children's bureau. List of psychiatric clinics for children in the United States. Washington, Government printing office, 1929. 29 p.

A guide to the location of clinics offering psychiatric examinations for children. This bulletin gives in more compact form the same list of clinics as are included in the publication of the Commonwealth fund, without the accompanying data regarding their organization.

Weigel, John C. The State-wide service of the Institute for juvenile research. Springfield, Ill., State department of public welfare, 1927. 11 p. (Bulletin, series C, no. 105, 1927)

Outlines the work of the Illinois Institute for juvenile research in its State-wide clinical service.

### C. CASE STUDIES

Adler, Alfred. The pattern of life. Ed. by W. Beran Wolfe. New York, Cosmopolitan book corporation, 1930. 273 p.

A compilation of case discussions and conferences held during Doctor Adler's lecture season at the New school of social research. "Some of the cases were brought in by New York physicians, some by psychologists, but the majority by New York school teachers who were puzzled by problem children under their care." The cases considered include those dealing with fears, neuroses, feeblemindedness, and other problems of youth. Each case is so treated as to present the author's method of clinical attack according to his principles of "individual psychology."

Benedict, Agnes E. Children at the crossroads. New York, Division of publications, Commonwealth fund, 1930. 238 p.

Presents case stories of maladjusted rural children handled by visiting teachers in the program of the committee in charge of the experimental development of visiting teacher work. Counties involved are (1) Monmouth County, N. J., (2) Huron County, Ohio, (3) Boone County, Missouri.

Bruner, Earle D. A laboratory study in democracy. New York, Doubleday, Page and company, 1927. 262 p.

Case studies of juvenile delinquents sent to the George Junior republic of Western Pennsylvania, modeled after the original republic established in Freeville, N. Y. "Fifteen years of careful study and experiment have convinced us that normal boys and girls, who have been unfortunate enough to get themselves put under the restraint of the State, can be won back to their proper place in society best by having responsibility for action rest upon them."

Drucker, Saul *and* Hexter, Maurice Beck. Children astray. Cambridge, Harvard university press, 1923. 403 p.

Case studies of children in an orphanage who present problems of behavior. For each case are presented in narrative form the problem, the analysis of the problem, the treatment, and the result. Among the types of problems considered are truancy, pilfering, precocity, sex, and intractability. All cases included were handled by one of the authors in his capacity as head of the orphanage.

Hartwell, Samuel W. Fifty-five "bad" boys. Introd. by William Healy. New York, Alfred A. Knopf, 1931. 359 p.

Describes the technique used by the author with a group of problem boys, together with the results achieved. Case stories of 55 boys with whom the author worked under the Judge Baker foundation are presented. About 50 per cent of them were followed up for two years and were still under his observation at the time of writing.

Hartwell, Samuel W. *and* Bronner, Augusta. Judge Baker foundation case studies, nos. 1–20. Boston, Judge Baker foundation, 1933. 630 p.

A detailed analysis of 20 conduct problem cases, showing in detail the methods of studying and of treating delinquents, together with a consideration of the many factors involved in delinquency.

Joint committee on methods of preventing delinquency. Three problem children. New York, The Joint committee on methods of preventing delinquency, 1924. 146 p. (Publication no. 2, 1924)

The book contains narratives from the case records of a child-guidance clinic, dealing with children who presented problems of conduct. Details of the case analyses and the methods of treatment are given.

Neill, A. S. The problem child. New York, Robert M. McBride & company. 1927. 256 p.

The author is a well known English educator who started a school of his own for "difficult" children. This book is the result of his practical experience. It considers the various types of behavior problems on the basis of case studies.

Reavis, William Claude. Pupil adjustment in junior and senior high schools. Boston, D. C. Heath and company, 1926. 341 p.

"The purposes of this volume are (1) to set forth clearly the problem of maladjustment in the junior and senior high school; (2) to present an analytical treatment of the case method as developed by physicians, psychologists, psychiatrists, and social workers, as a procedure for the diagnosis, prognosis, and treatment of individuals . . .; (3) to show the technical application of the case method . . .; (4) to demonstrate concretely by actual example the application of the case method." Nine typical case studies of problem pupils are presented in detail. Bibliography.

Sayles, Mary B. The problem child at home. New York, Division of publications, Commonwealth fund, 1928. 342 p.

A discussion of the everyday problems of children in their relationship to family and home, based on actual case records of child-guidance clinics. It gives considerable detail in narrative form of the problems presented, including both clinical visits and contacts made by visiting teachers in the home.

——— *and* Nudd, Howard W. The problem child in school. New York, Division of publications, Commonwealth fund, 1925. 287 p.

Narratives from case records of visiting teachers, showing the method of approach in visiting-teacher work in various types of problems. Methods used in the efforts to straighten out the difficulties of school children are described.

Shaw, Clifford R., *ed.* The jack-roller. Chicago, University of Chicago press, 1930. 205 p.

A delinquent boy's "own story" showing clearly the errors made in treating maladjustment in children, and the nearsightedness of ordinary efforts made in placing or paroling children who have been in institutions. It emphasizes the need for psychiatric social work and other modern procedures in the guidance of problem children.

Thomas, William I. The unadjusted girl. Boston, Little, Brown and company, 1923. 261 p.

Case material taken from records, newspapers, letters, and personal interviews, relating to sex delinquencies of girls, together with a presentation of the author's standpoint for behavior analysis on a psychological as well as a sociological basis.

Wile, Ira S. The challenge of childhood: Studies in personality and behavior. New York, T. Seltzer, inc., 1925. 305 p.

A book of practical discussions of the problems of childhood based upon case studies. The types of problems considered are physical, intellectual, emotional, and social. The author describes method of treatment used in each case. He holds that the solution of the difficulties of each child involves an attempted adjustment of those life forces which act upon him.

Zachry, Caroline B. Personality adjustments of school children. New York, Charles Scribner's sons, 1929. 306 p.

The author describes five types of case studies to show how teachers may study the nature and disabilities of individual children. She outlines practical treatment that may be used in handling maladjustment. The book is of special interest to those working with elementary school children.

### D. SURVEYS AND RESEARCH

Bogardus, Emory S. The city boy and his problems: A survey of boy life in Los Angeles. Los Angeles, Rotary club, 1926. 148 p.

Report of a study inaugurated under the auspices of the Rotary club of Los Angeles, Calif. Limited to boys chiefly between 12 and 16 years old, with a few who were older or younger than these limits. Considers problems of the boy in the home, at school, at church, at work, in the community, in the court room. Statements of representative leaders in each of these groups and of the boys themselves are given in the attempt to get at the root of behavior problems of boyhood. Statistical tables of boy population and of juvenile delinquency are included.

Bridges, J. W. *and* Bridges, K. M. Banham. A psychological study of juvenile delinquency by group methods. Worcester, Mass., Clark university press, 1926. 95 p. (Genetic psychology monograph, vol. 1, no. 5)

An analysis of the sociological, intellectual, emotional, and ethical status of over 100 boys at the Boys' farm and training school, Shawbridge, Quebec. The findings suggest that delinquent behavior is "probably in large measure acquired during infancy and childhood. Moreover, many of the important conditions of delinquent behavior are in the *immediate* environment."

Burt, Cyril. The young delinquent. New York, D. Appleton & company, 1925. 619 p.

The results of an intensive psychological study of juvenile offenders are presented in simple and nontechnical form. The study analyzes the chief causes of delinquency, arising from home circumstances, hereditary taint, physical defect and ill-health, or defects and disturbances of intelligence, temperament, and character. Bibliography.

Cady, Vernon. Estimation of juvenile incorrigibility. Whittier, Calif., California Bureau of juvenile research, 1923. 140 p.

"The purpose of the investigation was to find to what extent it is possible, by means of the test method, supplemented by character ratings, observational data, and other aids, to identify, in advance of overt delinquency, children of abnormal moral tendency." Describes the construction of tests and other techniques used for this purpose. "The study as a whole, while leaving much to be desired, indicates that social adjustment may be measured with a fair degree of certainty."

Crime commission of New York State. From truancy to crime; a study of 251 adolescents. Albany, N. Y., J. B. Lyon company, 1928. 139 p.

A study based on cases taken from the files of the Bureau of attendance of the New York City schools. Considers the "subsequent careers of a group of children known to be juvenile delinquents six years" previous to the investigation. "The report gives conclusive evidence that among the cases studied, chronic truancy was in a disquieting number of cases the first step in a criminal career." Urges a comprehensive program of individual child guidance as a preventive measure. Includes case studies.

——— A study of problem boys and their brothers by the subcommittee on causes and effects of crime. Albany, N. Y., J. B. Lyon company, 1929. 408 p.

A group of 41 problem boys is compared with their non-problem brothers. The study "shows that environment is selective. Members of the same family circle live in different environments as their varying intelligence, emotional stability, and other traits cause their acceptance by one social group and their rejection by others."

——— A study of 201 truants in the New York City schools. Albany, J. B. Lyon company, 1927. 20 p.

Considers sociological and educational factors involved in the analysis of home status, economic and occupational status of parents, age-grade location and achievement. Gives recommendations for treatment on the individual clinical basis.

Ebaugh, Franklin G.; Johnson, George S.; *and* Woolley, Lawrence W. Studies in juvenile delinquency in Colorado. Boulder, Colo., The University of Colorado, 1930. 42 p. (University of Colorado studies, vol. 18, no. 1)

A preliminary report based on the study of 100 boys committed to the State industrial school. It analyzes social, physical, psychological, and psychiatric data for the cases studied.

Edmondson, Edna Hatfield. Juvenile delinquency and adult crime. Bloomington, Ind., Indiana university, 1921. 114 p. (Indiana university studies, no. 49)

A study of delinquency and crime in Gary, Ind., as they existed in 1916. The author finds that "in every case where the associations of juvenile delinquency and petty adult crime indicate economic and social class, they indicate low economic and social class; and that in every case the New immigration and the Colored are farther down in the scale than the American and the Old immigration." She concludes that the social and economic class, rather than race or nationality, is the determining factor. Bibliography.

Elliott, Mabel Agnes. Correctional education and the delinquent girl. Harrisburg, Pa., State department of welfare, 1928. 112 p.

A follow up study of 110 girls who had been enrolled at Sleighton Farm training school, the girls' department of the Glenn Mills schools. The investigator finds that 76.4 per cent of the girls seemed socially adjusted at the time of writing, although 52.8 per cent had experienced serious personality or sexual problems since leaving the institution. A statistical analysis of various factors is presented, including mental ability and occupational status, marriage, and sex life.

Enes, Mildred. A comparison of types of behavior problems. Springfield, Ill., State department of public welfare, 1926. 13 p. (Bulletin series C, no. 113, 1926)

The report of a study carried on under the auspices of the Illinois Institute for juvenile research. Purpose of the study was to find out the relation which exists between sex delinquency and other types of delinquency in boys as compared with girls. Considered 213 cases as basis for study, 120 boys and 93 girls. Factors studied included age, average number of problems for boys and for girls, frequency of problems, and types of problems tending to be combined.

Healy, William *and* Bronner, Augusta. Delinquents and criminals, their making and unmaking. New York, The Macmillan company, 1926. 317 p.

The authors have assembled data accumulated during 17 years of actual case studies of delinquents, in order to evaluate the outcomes of treatment used, as shown by the later careers of those who had been referred to the juvenile court. The groups studied were composed of 4,000 repeated offenders in Chicago and Boston. The two cities are compared with reference to treatment used and outcomes secured. Factors of sex, age, heredity, mentality, religion, home conditions, and family relationships are considered. An appendix contains numerous statistical tables summarizing the findings. The authors conclude from their study that "as a whole the treatment of delinquents is unwarrantably inefficient, particularly in the light of the fact that there is an abundance of evidence that careers of juvenile delinquency are in the main swervable. In both cities from which our data are gathered, the extent of failure is such as could not be tolerated in business, industry, or science."

——— ——— Baylor, Edith; *and* Murphy, J. P. Reconstructing behavior in youth. New York, Alfred A. Knopf, 1929. 325 p.

A study of problem children in foster families, together with an evaluation of results. It includes consideration of 501 problem children placed through a period of 11 years. Outcomes are indicative of successful adjustment through this type of treatment.

Newcomb, Theodore M. The consistency of certain extrovert-introvert behavior patterns in 51 problem boys. New York, Teachers college, Columbia university, 1929. 123 p. (Contributions to education, no. 382)

The author presents case-study material and statistical treatment in an attempt to discover whether the classification of problem boys into introvert and extrovert forms a sound basis for therapeutic measures. The writer observed and recorded over a period of time behaviors of the sort supposed to be indicative of extroversion-introversion. Used 51 problem boys as subjects for the study. His findings indicated no clear type distinction. However, "it would scarcely be justifiable to conclude from these facts that a type distinction does not exist. . . . The conclusion that does seem justifiable is that if introvert and extrovert types do exist, they do not show any distinction that is clearly measurable by such means of recording observed behavior as were used in this study."

Olson, Willard C. Problem tendencies in children: A method for their measurement and description. Minneapolis, Minn., University of Minnesota press, 1930. 92 p.

This study develops a technique for studying behavior problems of children through quantitative measures. The author secures, as part of an experimental procedure, two types of behavior rating scales, one on subjective personal traits, the other on overt acts of misbehavior. By means of these records, he develops a score which indicates the problem tendencies of the child.

Owens, A. A. The behavior problem boy: A socio-educational survey. Philadelphia, University of Pennsylvania, 1929. 188 p.

A study of the student population of the William A. Lee school in Philadelphia. Thirteen hundred boys are included, who were transferred to this special school for disciplinary reasons. Findings indicate that physically they are average; intellectually below average; educationally, retarded. More often than not they come from abnormal homes in poor neighborhoods, with mothers employed outside the homes. Bibliography.

Paynter, R. H. *and* Blanchard, Phyllis. A study of educational achievement of problem children. New York, Division of publications, Commonwealth fund, 1929. 73 p.

The authors present the results of a study of case material, in an investigation of the relationship between children's problems outside the school environment and their mastery of the school curriculum. They find that the interference with school work is not nearly so serious as has been commonly thought.

Raubenheimer, Albert S. As experimental study of some behavior traits of the potentially delinquent boy. Albany, N. Y., The psychological review company, 1923. 107 p. (Psychological monograph, vol. 34, no. 6)

"The purpose of this study was to attempt to devise a method of analysis whereby some of the delinquent tendencies in boys could be determined prior to the overt expression of such tendencies." Test materials were developed and used with groups of 11 and 13 year-old boys who were known to differ in moral and social adjustment. Significant differentiation was secured by means of these tests. Bibliography.

Reeves, Margaret. Training schools for delinquent girls. New York, The Russell Sage foundation, 1929. 455 p.

A survey of 57 institutions for delinquent girls: 39 State, seven county, two city, nine private or semiprivate. It considers organization and control, staff, equipment, educational and recreational programs, discipline and parole in the institutions included. A list of the institutions studied is given.

Rogers, Carl R. Measuring personality adjustment in children 9 to 13 years of age. New York, Bureau of publications, Teachers college, Columbia university, 1931. 107 p. (Contributions to education no. 458)

Report of a research project involving the development of "a paper and pencil test, the purpose of which would be to measure roughly the satisfactoriness of a child's adjustment." Analyzes the content of the test, methods of evaluating its validity, and its application to practical situations. Directions for giving and scoring are included in the appendix.

Rosen, Esther K. A comparison of the intellectual and educational status of neurotic and normal children in public schools. New York, Teachers college, Columbia university, 1925. 51 p. (Contributions to education no. 188)

A study designed to determine whether educational and intelligence tests reveal any difference between neurotic and normal children. No significant differences were found between neurotic children and normal children of the same sex, age, grade, race, and school. Significant differences were revealed, however, by comparing the test results of the neurotic group with standards for unselected samples of school children. The neurotic group proved to be below average in age-grade status and below par in intelligence. Bibliography.

Schwegler, Raymond A. A study of introvert-extravert responses to certain test situations. New York, Teachers college, Columbia university, Bureau of publications, 1929. 183 p.

The author proposes to find out "whether it is possible to establish any statistically reliable behavior differences between two groups of adolescent children selected because of their tendency toward introversion on the one hand and extraversion on the other hand," and to discover whether such tendency is related to chronological age or intelligence. He concludes that "there are definite measurable and reliable differences between some aspects of the behavior of introvert and extravert children between the ages of 12 and 18," but that the trends are not greatly affected by differences in intelligence nor by chronological age. Bibliography.

Slaght, William Ernest Andrew. Untruthfulness in children; its conditioning factors and its setting in child nature. Iowa City, The university, 1928. 79 p. (Studies in character, vol. 1, no. 4)

"The problem of this study is to determine by objective methods the traits associated with untruthfulness and truthfulness among children." Seventy pupils who consistently lied on certain tests were compared with 70 others who proved to be consistently truthful, by means of an extensive battery of objective tests. The untruthful child seems to be poorer in moral comprehension; he is inclined to overstate; is more suggestible, quicker in his reactions, less stable in his personality, and is less well informed. He seems to be largely the product of poor home environment. Bibliography.

Slawson, John. The delinquent boy. Boston, Richard G. Badger, 1926. 477 p.

A socio-psychological study of the delinquent boy, considering his intelligence, physical status, environmental factors, psycho-neurotic tendencies, and psycho-physical measurements. It presents conclusions indicating the responsibility of the school and the reformatory for the prevention of juvenile delinquency, as well as the relationships found to exist among the various factors considered.

Sullenger, T. Earl. Social determinants in juvenile delinquency. Omaha, Nebr., Douglas printing company, 1930. 87 p.

The author investigates the determinants of delinquency in the home, play group, neighborhood, and school. He discusses the influence which each of these factors has upon the behavior of the child. He also considers population factors, such as growth and density, trade elements, newspapers, etc. Bibliography.

Tjaden, John C. Causes of delinquency in boys of superior intelligence. Des Moines, Iowa, Board of control of State institutions, 1923. 87 p.

A study based upon extensive case analysis of 26 boys of superior intelligence who had been placed in the State training school for boys. Findings suggest that "intelligence, per se, as a direct causative factor does not operate, nor is it a preventive of delinquency," and "that practically all the factors that operate in these 26 cases of boys of superior intelligence are strictly environmental factors, concretely existent, but functioning on the psychic level and motivating conduct on the physical level." Includes extensive bibliography.

United States Bureau of education. Industrial schools for delinquents, 1921–22. Washington, Government printing office, 1924. 22 p. (United States Bureau of education. Bulletin, 1924. no. 2)

A statistical report of the schools in operation during the year 1921–22. It gives data as to enrollment, parentage and education of pupils, teachers, and expenditures.

——— ——— 1926–27. Washington, Government printing office, 1928. 22 p. (United States Bureau of education. Bulletin, 1928, no. 10)

A statistical report of the schools in operation during the year 1926–27. It gives data as to enrollment, parentage and education of pupils, teachers, and expenditures.

Walker, Jean. Factors contributing to the delinquency of defective girls. Berkeley, Calif., University of California press, 1925. 213 p. (Publications in psychology, vol. 3, no. 4)

Report of an investigation which included a clinical study of a group of delinquent girls referred to the psychological clinic by the juvenile court and a follow-up study of the same girls over a period of several years. Considers types of offense, mental and physical status of the group, their school and occupational records, nationality and home conditions. "The data show the inadequacy of present methods used with the defective delinquent, either for prevention or correction."

Wickman, E. K. Children's behavior and teachers' attitudes. New York, Division of publications, Commonwealth fund, 1928. 247 p.

The author presents the results of a scientific study of how teachers react to children's misbehavior. He shows what particular problems in children teachers consider as most serious, and how such judgment agrees with the estimate of a group of mental hygienists.

## III. CRIPPLED

Abt, Henry E. The care, cure, and education of the crippled child. Elyria, Ohio. International society for crippled children, 1924. 222 p.

A comprehensive study of the care, cure, and education of crippled children in America. Lists institutions and agencies engaged in the work and describes methods employed. Includes an extensive bibliography.

Child welfare league of America. The present program of work in behalf of crippled children in Providence, R. I., and next steps in its development. New York, Child welfare league of America, 1929. 48 p.

The report of a study made for the Exchange club of Providence, R. I., presenting a general survey of conditions which affect crippled children in the city. It includes recommendations for extension of the program and careful planning for the new school for crippled children to be opened in Providence.

Heck, Arch O. Education of crippled children. Washington, Government printing office, 1930. 57 p. (United States Office of education. Bulletin, 1930, no. 11)

A comprehensive survey of the special educational facilities provided by States and cities of the United States for crippled children. It considers the incidence of crippled children, legislation for their interests, administrative problems involved, and organization of schools.

Howett, Harry. Progress in the education of crippled children. Elyria, Ohio, International society for crippled children, 1928. 20 p.

Describes the development of principles and practices that have taken place in the teaching of crippled children. Considers also the problems involved in adequate administration.

Kansas State crippled children's temporary commission. Report. Topeka, Kans., State printing plant, 1931. 60 p.

Analyzes findings in the State census of cripples, facilities and needs for their proper care and education in Kansas and existing programs in other States. Makes recommendations for action.

McBride, Earl D. Crippled children. Saint Louis, Mo., C. V. Mosby company, 1931. 280 p.

Written from the standpoint of therapeutics, in order to give the general public an understanding of the problem as well as to furnish information for the nurse, social worker, and parent. Emphasizes the importance of early recognition of the conditions and describes methods of treatment and results obtainable.

Keesecker, W. W. Digest of legislation for education of crippled children. Washington, Government printing office, 1929. 13 p. (United States Office of education. Bulletin, 1929, no. 5)

Outline of the legal provisions made by States in behalf of crippled children.

Lord, Elizabeth Evans. A study of the mental development of children with lesion in the central nervous system. Worcester, Mass., Clark university, 1930. 121 p. (Genetic psychology monograph, vol. 7, no. 5)

Report of a systematic study of the mental development of 35 cases of bilateral cerebral dyskinesia. The study was a preliminary attempt to develop a psychological method of evaluating the development of children suffering from serious impairment of motor control. It was found that "although several children had a very limited range of response, there was nevertheless a minimum response which each child made with relative precision and stability. In each case studied this minimum response could be related to a developmental sequence."

New Jersey State temporary commission for inquiry relating to the distribution and condition of crippled children. Report. Trenton, N. J., MacCrellish and Quigley company, printers, 1928. 47 p.

Report of a survey which considered the enumeration of crippled children, a study of educational, medical, and institutional resources for them, an analysis of the activities of organizations working in their behalf, and the review of State and local legislation relating to the problem. Makes recommendations for development of the work.

Stevenson, Jessie L. Crippled children in Chicago. Chicago, Community trust, 1924. 88 p.

A survey made for the Rotary club of Chicago by the Chicago Community trust. Considers incidence and facilities available for treatment and education.

Upson, Lent D. *and* Watson, Opal V. Crippled children in Michigan; a study of their care, maintenance, and education. Detroit, Michigan, H. H. Emmons, 1931. 188 p.

Report of a comprehensive survey of crippled children in Michigan. Legal aspects, enumeration, discovery and prevention, treatment, education, vocational training, and recreation are considered in detail and conclusions are stated with reference to each of these items.

## IV. DEAF AND HARD OF HEARING

Acker, Lela Adair. Beginning history stories for deaf children. Columbus, Ohio, Ohio State school for the deaf, 1926. 139 p.

"The average deaf child's vocabulary is too limited for the textbooks used in public schools." Therefore "these simplified history stories have been prepared for the deaf children who are beginning to study history to pave the way for more advanced work later on." The author was at the time of writing an instructor in the School for the deaf, Olathe, Kans. Illustrated.

American federation of organizations for the hard-of-hearing. The hard-of-hearing child. Washington, Government printing office, 1927. 14 p. (United States Bureau of education. School health series, no. 13)

An outline of the methods used for the detection of speech defects of the deaf, the medical treatment employed, and educational procedures used.

Bruhn, Martha E. Elementary lessons in lip reading. Lynn, Mass., The Nichols press, 1927. 239 p.

Based upon the Muller-Walle method of lip reading as taught to the hard of hearing. Drills and exercises are especially prepared for the needs of children.

——— The Muller-Walle method of lip reading for the deaf. 3rd edition. Lynn, Mass., Thos. P. Nichols and sons company, 1920. 282 p.

A revision of a book first published in 1915, presenting the author's system of lip reading, with modifications in line with the development of the past 15 years. Intended "for both teacher and pupil, to be used as a textbook in learning the principal movements in each group of sounds and as a guide book for self-instruction at home."

Conference on problems of the deaf and hard of hearing. Research recommendations of the second conference on problems of the deaf and hard of hearing. Washington, D. C., National research council, 1929. 53 p. (National research council. Reprint and circular series, no. 88)

This report considers problems of needed surveys, educational program, measures of capacity and achievement, infancy and early childhood, emotional and social adjustment, causation and prevention.

Day, H. E.; Fusfeld, I. S.; *and* Pintner, R. A survey of American schools for the deaf, 1924–1925. Washington, D. C., National research council, 1928. 296 p.

Report of a study carried on under the auspices of the National research council. Considers problems of management, financial support, teaching force, educational program, achievement and psychological ratings of pupils, and other important factors. Twenty-nine residential schools and 13 day schools were studied.

De Land, Fred. The story of lip reading, its genesis and development. Washington, D. C., Volta bureau, 1931. (Revised and completed by Harriet A. Montague)

Describes the growth of lip reading as an essential factor in the education of the deaf; the contributions of some of the leaders in the movement; the methods of teaching, and its values to the hard of hearing child.

Ewing, *Mrs.* Irene R. Lip reading. With an introduction by Sir Henry A. Miers. Manchester, England, University press, 1930. 74 p.

The author is a lecturer in lip reading at the University of Manchester in England, and is herself dependent upon it as a means of communication. The book deals mainly with the methods of teaching lip reading to the deaf child. Includes consideration of the young child, the child of intermediate grades, and the senior school pupils.

Hall, P. H. Education of the deaf. Washington, Government printing office, 1921. 16 p. (United States Bureau of education. Bulletin, 1921, no. 14)

The author considers the general problems involved and the facilities provided for the teaching of the deaf at the time of writing.

McKenzie, Lilla B. Acoustic education; an outline of acoustic education for the development of residual hearing. St. Louis, Mo., Britt printing and publishing company, 1923. 37 p.

Considers the practical phases of acoustic work as they have been applied educationally by the author in the Central institute for the deaf in St. Louis. Gives systematic acoustic exercises designed to stimulate residual hearing.

National education association, etc. Joint committee on health problems in education. The deafened school child. New York, Communal printing company, 1928. 39 p.

A "report of the joint committee on health problems in education of the National education association and the American medical association, with the cooperation of the American federation of organizations for the hard of hearing and the New York League for the hard of hearing, inc." Considers the provisions made for the detection, medical, and educational treatment of the deafened school child. Includes brief bibliography prepared under the direction of Thomas D. Wood, chairman.

Nitchie, Edward B. Lip reading, principles, and practice. Revised by Elizabeth Helm Nitchie and Gertrude Torrey. New York, F. A. Stokes company, 1930. 372 p.

Contains 50 graded stories and several thousand sentences arranged in lesson units, following the Nitchie principles. Modern educational methods have been incorporated in this complete revision of the earlier book. Includes bibliography of instruction books on lip reading.

Nitchie, *Mrs.* Elizabeth Helm. Advanced lessons in lip reading. New York, Frederick A. Stokes company, 1923. 313 p.

This book is "the result of an effort to put into definite form the ideas for work with advanced pupils which Mr. Nitchie and the teachers in the school have used for a number of years." Its aim is to prepare pupils "to follow formal talks, lectures, and sermons, as well as to give greater skill in understanding conversation." Lists supplementary material for classroom use.

Reamer, Jeannette C. Mental and educational measurements of the deaf. Princeton, N. J., 1921. 130 p. (Psychological monograph no. 132)

"The object of this research has been not only the standardization of mental and educational tests for the deaf, but also to give a brief résumé of any work of a psychological nature bearing on the deaf." Describes the work carried on under the direction of Dr. Rudolph Pintner at Ohio State University in developing a nonlanguage mental test and an educational survey test for use with deaf children. Analyzes various factors in the application of the tests, such as age and sex differences, comparison of deaf and hearing children, comparison of orally and manually taught pupils, and other problems of deaf schools.

Rocheleau, Corinne *and* Mack, Rebecca. Those in the dark silence. Washington, D. C., the Volta bureau, 1930. 169 p.

A study of the deaf-blind, representing the concentrated efforts of two investigators over a period of five years and dealing with more than 600 cases. A challenge to provide educational opportunities that will meet their needs.

Sterling, E. Blanche *and* Bell, Elizabeth. Hearing of school children as measured by the audiometer and as related to school work. Washington, Government printing office, 1930. 14 p. (United States Public health service. Reprint no. 1373 from Public health reports, vol. 45, no. 20, May 16, 1930)

A study of 710 children in Washington, D. C., and 1,150 in Hagerstown, Md. Presents an analysis of the various grades of hearing found, as well as the relation of hearing to age-grade status, character of school work, and intelligence quotient. "The highest percentage of children with significant hearing loss was found in the group with the lowest intelligence quotient," and "the percentage of children with significant hearing loss was generally greater in the over-age-for-grade group." "Among the children doing the poorest school work in the youngest and oldest groups there was the largest amount of significant hearing loss. In the intermediate-age group the findings were not clear cut."

Stowell, Agnes; Samuelson, Estelle; *and* Lehman, Ann. Lip reading for the deafened child. New York, The Macmillan company, 1928. 186 p.

Presents briefly the problems involved in recognizing a hearing impairment, in preventing deafness, and in giving adequate vocational direction. The major portion of the book is given to the discussion of methods of teaching and to exercises used for the development of lip reading.

Thompson, Helen. An experimental study of the beginning reading of deaf mutes. New York, Teachers college, Columbia university, 1927. 83 p. (Teachers college. Contributions to education no. 254)

A report of an experiment in silent reading conducted among the children in the first two grades in the Institution for the improved instruction of deaf-mutes. Reading material was specially constructed for the experiment, which showed successful results. Bibliography.

United States Bureau of education. Schools for the deaf, 1921–22. Washington, Government printing office, 1923. 29 p. (United States Bureau of education. Bulletin, 1923, no. 52)

A statistical report of the schools engaged in the education of the deaf during the year 1921–22.

——— Schools for the deaf, 1926–27. Washington, Government printing office, 1928. 17 p. (United States Bureau of education. Bulletin, 1928, no. 8)

A statistical report of the schools engaged in the education of the deaf during the year 1926–27.

Upshall, C. C. Day schools *vs.* Institutions for the deaf. New York, Teachers college, Columbia university, 1929. 104 p. (Teachers college. Contributions to education no. 389)

A research study of mental ability, educational achievement, residual hearing, and other factors in the two types of schools for the deaf. Principal findings are as follows: (1) Mental ability and educational achievement of day-school pupils are greater than those of institutional children; (2) day-school pupils also have a greater amount of residual hearing; (3) with factors of age and mental ability made equal, there is still a real difference in educational achievement in favor of day-school pupils. Even with residual hearing equated, chances are great that day schools are superior as measured by Pintner educational survey test. Bibliography.

Waldman, John L.; Wade, F. A.; *and* Aretz, C. W. Hearing and the school child. Washington, D. C., The Volta bureau, 1930. 223 p.

An investigation into every phase of school life of deafened children. Aims to stimulate recognition of the problem on the part of school officials and to induce them to organize effective remedial measures. Is based upon a survey made of a group of hard-of-hearing children in the public schools of Philadelphia.

Whildin, Olive A. *and* Scally, M. Agatha. The newer method in speech reading for the hard-of-hearing child. Aberdeen, Md., Harford printing and publishing company, 1929. 148 p.

A book of lessons designed to "fulfill the two-fold purpose of teaching the hard-of-hearing child to read the lips and of adding to his organized knowledge without sacrifice of interest or loss of time." Includes suggestions for motivation charts and devices to be used with each lesson.

Wright, John Dutton. A handbook of practical auricular training for the use of schools for the deaf. New York, The Wright oral school, 1928. 65 p.

Gives suggestions and exercises suited for teaching the child with residual hearing. Emphasizes the importance of presenting all new language to both ear and eye.

——— The little deaf child; a book for parents. New York, The Wright oral school, 1928. 161 p.

Gives practical suggestions to parents for the early training of the deaf child. Includes speech exercises which can be used at home.

——— Speech teaching to the deaf; a practical handbook. New York, The Wright oral school, 1928. 131 p.

"The greater part of this little handbook consists of matter prepared for and included in my book for the parents of young deaf children—The little deaf child; a book for

parents." Nontechnical presentation of material that would be helpful to teachers as well as parents.

Yale, Caroline Ardelia. Years of building. New York, The Dial press, 1931. 311 p.

The story of 60 years' experience in the teaching of the deaf at the Clarke school in Massachusetts. Traces the development and growth of the school and its activities down to the present time.

## V. GIFTED OR MENTALLY ACCELERATED

Adams, Fay *and* Brown, Walker. Teaching the bright pupil. New York, Henry Holt & company, 1930. 249 p.

A manual of practical suggestions for adjusting the work of the secondary school to the interests and needs of bright pupils. It includes in its classification of "bright pupils" the upper 20 per cent of the school population, with intelligence quotients of 110 or above. Administrative problems and teaching methods are considered. An excellent compendium of concrete suggestions for enrichment in each of the fields of subject matter taught in junior and senior high school.

Baldwin, Bird T. *and* Stecher, Lorle I. Mental growth curve of normal and superior children studied by means of consecutive intelligence examinations. Iowa City, The university, 1922. 61 p. (Studies in child welfare, 1st series, no. 56)

This study is a statistical one, made by means of consecutive intelligence examinations. "The most significant outcome of this study is the empirical determination of the mental-growth curve and the establishment of the close interrelation between mental and physical development as shown by the general similarity between growth in height and in mental age, the rise in the mental age curve at the adolescent years, the superior mental development of physiologically accelerated children and the high correlation between mental age and height." Bibliography.

Burks, Barbara S.; Jensen, Dortha W.; Terman, Lewis M. *and others.* The promise of youth. Stanford University, Calif., Stanford university press, 1930. 508 p. tables, diagrs. (Genetic studies of genius, vol. III, ed. by Lewis M. Terman)

A continuation report of the investigation begun in 1921–22 concerning the traits of gifted children and their development during a period of six years. "The most important single outcome of the follow-up investigation is the abundant and conclusive evidence that for the group as a whole the picture did not greatly change in the period that elapsed between the studies. With minor exceptions, what was true of these children in 1921–22 was true of them in 1927–28."

Cox, Catherine M. *and others.* The early mental traits of 300 geniuses. Stanford University, Calif., Stanford university press, 1926. 815 p. (Genetic studies of genius, vol. 2)

The report of a biographical research study dealing with the childhood traits of outstanding geniuses in history, establishing the fact that those who made notable contributions in adulthood also showed an intellectual superiority as children.

Coy, Genevieve. The interests, abilities, and achievements of a special class for gifted children. New York, Bureau of publications, Teachers college, Columbia university, 1923. 194 p. (Contributions to education, no. 131)

A study of "gifted" children segregated from high fourth and low fifth grades in Columbus, Ohio. Considers the selection and organization of the class, the achievements of the pupils in educational tests, their improvement in a given period of time, their interests and ambitions, and classroom activities. Bibliography.

Deich, Charles *and* Jones, Elmer. A study of distinguished high-school pupils in Iowa. Washington, Government printing office, 1923. 58 p. (United States Bureau of education. Bulletin, 1923, no. 46)

An analysis of various factors with relation to superior high-school students in Iowa. It includes a consideration of achievement, home environment, physical conditions, vocational ambitions, social activities, and other aspects of educational and social development. Suggests a program for training superior high-school students in the State. Bibliography.

Fenton, Jessie C.; Ruch, Giles M.; *and* Terman, Lewis M. Suggestions for children's reading, with special reference to the interests of gifted children. Stanford university, California, Stanford university press, 1921. 27 p.

A pamphlet prepared for use in connection with the survey of gifted children in California. It includes a list of the best books in each field, and gives for each one the age at which a bright child is most likely to be interested in the book.

Genetic studies of genius. Stanford university, Calif., Stanford university press, 1926–1930. 3 v. (Edited by Lewis M. Terman)

Contents: Vol. 1, The mental and physical traits of a thousand gifted children, by L. M. Terman and others; vol. 2, The early mental traits of three hundred geniuses, by Catherine M. Cox and others; vol. 3, The promise of youth, by Barbara S. Burks and others.

Goddard, H. H. School training of gifted children. New York, World book company, 1928. 226 p.

Considers the education of gifted children as it has been organized in Cleveland, Ohio. Includes among the "gifted" all those with intelligence quotients of 120 or above, though the I. Q. is not the sole determiner of membership in the special group. Describes the classes at work, their objectives, and their results.

Herriott, Marion Eugene. Modifying technique of instruction for gifted children. Urbana, University of Illinois, 1926. 17 p. (Educational research circular no. 41)

A brief presentation of desirable adaptations of teaching technique, including such suggestions as the reduction of the amount of drill, of review, and of illustrations, the extension of the use of abstract theory, of excursions and field trips, and of pupil reports. Emphasis should be placed upon evaluation and organization which may give practice in thinking independently and effectively. Bibliography.

Hollingworth, Leta S. Gifted children: Their nature and nurture. New York, The Macmillan company, 1926. 374 p.

A discussion of the psychology of gifted children, their need of careful education, and the importance of proper training to the democracy of civilization. It presents with scientific accuracy and simplicity the information which a teacher would wish to possess. Bibliography.

Kiefer, Frieda A. Manual motor correlation in superior children. Columbus, Ohio State university, 1929. 14 p.

On the basis of experimental procedure the author concludes that "the differences in performance on manual motor tests of superior and average children are negligible."

Lamson, Edna Emma. A study of young gifted children in senior high school. New York, Teachers college, Columbia university, 1930. 117 p. (Teachers college. Contributions to education, no. 424)

A follow-up study of 56 gifted high-school students who had originally been studied while in the elementary school. Presents quantitative data as to constancy of intellectual status, school accomplishment, failures, extracurricular activities, future plans, health, and general attitude. Uses a control group for making comparisons. Bibliography.

National society for the study of education. The education of gifted children. *In its* Twenty-third yearbook, Part I. Bloomington, Ill., Public-school publishing company, 1924. 443 p.

A compendium of historical, psychological, and administrative phases of the education of gifted children. Contains an extensive bibliography.

——— 19th yearbook, Part II. Classroom problems in the education of gifted children. By Theodore S. Henry. Bloomington, Ill., Public-school publishing company, 1920. 125 p.

Report of an investigation based upon observations of an experimental room for gifted children which was under the supervision of the author, and upon the study of other special rooms for bright children. Flexible promotion schemes are considered as affording some facilities for providing for the needs of gifted children, but special classes are recommended as much more desirable and as being just as important for the gifted child as for the subnormal. Methods best adapted to their instruction are discussed, and an extensive bibliography is included of the literature existing at the time of writing on the psychology and education of gifted children.

Osburn, Worth James *and* Rohan, Ben J. Enriching the curriculum for gifted children. New York, The Macmillan company, 1931. 408 p.

Proposes activities for children of superior mental ability without the organization of separate classes for them. Based upon an experiment worked out in the schools of Appleton, Wis. Bibliography.

Root, William T. A socio-psychological study of 53 super-normal children. Princeton, N. J., Psychological review company, 1921. 134 p. (Psychological monograph, vol. 29, no. 4)

On the basis of psychological tests and social case data, the author analyzes the factors making for superiority in this group of children. The subjects ranged in age from 6 to 15 years.

Schott, Emmett Lee. A study of high-school seniors of superior ability. Columbia, Mo., University of Missouri, 1925. 52 p.

Report of an investigation designed to ascertain the nature of superior ability and to discover a workable method of detecting superior learning capacity. "Emphasizes the qualitative aspects of the problem and . . . particularly that aspect of ability that may be called learning capacity." Uses primarily learning experiments and draws deductions from their results.

Stedman, Lulu M. The education of gifted children. New York, World book company, 1924. 190 p.

The author presents the results of actual classroom contact with gifted children. Various types of case studies are presented, both of children who are generally gifted and of those who have specific talents. Recommendations are made for enrichment of curriculum and teaching methods.

Terman, Lewis M. *and others.* Mental and physical traits of a thousand gifted children, 1926. Stanford university, Calif., Stanford university press, 1926. 641 p. (Genetic studies of genius, vol. 1)

The report of an extensive investigation which made available the mental and physical measurements of a large group of intellectually superior children. The direction and extent of their deviation from unselected children were established, in so far as the traits considered were measurable. The findings indicated that the mean of the gifted group was more or less superior to that of unselected children in educational achievement, in health and physique, in desirable personality traits, and in the proportion of near relatives who had made notable contributions.

Witty, Paul. A study of one hundred gifted children. Lawrence, University of Kansas, Bureau of school service and research, 1930. 44 p.

An intensive study of the mental, physical, and social traits of a group of gifted children selected from the schools of Kansas City, Mo. A follow-up study made five years later supplemented the original study. Findings in general corroborate Terman's conclusions in his "Genetic studies of genius."

Yates, Dorothy H. A study of some high-school seniors of superior intelligence. Bloomington, Ill., Public school publishing company, 1922. 75 p.

A study of the 25 brightest seniors of a local high school in comparison with 25 of average intelligence. It was found that the pupils with superior intelligence were quicker in learning to walk and to talk, in dentition, and in physiological maturity. They were also more interested in school, athletics, and music, but less interested in art.

## VI. MALNUTRITES AND ORGANIC DEFECTIVES

Baldwin, Helen Rich. Nutrition and health, with 20 suggested lessons for nutrition classes. New York, The Borden company, 1924. 79 p.

Discusses malnutrition, its extent, causes, symptoms, effects, and cure. The suggested lessons present the various needs of the child for proper feeding and hygiene.

Burke, Avis Tarrant. Open-air schools. Bloomington, Indiana university, 1922. 31 p. (Extension division. Bulletin, vol. 7, no. 7, 1922)

An account of the history and development of the open-air school idea, together with a description of open-air schools established in various centers in the State of Indiana. Bibliography.

Clark, Taliaferro. A plea for more attention to the nutrition of the school child. Washington, Government printing office, 1928. 9 p. (United States public health report, vol. 39, no. 35)

Urges proper health supervision in the school and the organization of special classes for malnourished children.

Elmslie, Reginald C. A survey of physically defective children. London, Eng., London county council, 1923. 10 p.

Includes a consideration of the tuberculous, and those suffering from crippled conditions of various types. Gives a general criticism of the medical organization of the schools for the physically defective in London.

Emerson, William R. P. Nutrition and growth in children. New York, D. Appleton & company, 1922. 341 p.

This study centers about the problems of malnutrition and its treatment. It considers the diagnosis of malnutrition, home control of the situation, and the nutrition program of the school.

Gebhart, John Charles. Malnutrition and school feeding. Washington, Government printing office, 1922. 39 p. (United States Bureau of education. Bulletin, 1921, no. 37)

"Malnutrition is a term used to indicate a general condition of less than normal physical and mental vigor. While the causes of malnutrition are many, incorrect or inadequate diet appears all too often as one of the causes; hence school feeding, which affords not only an opportunity to supplement the home food supply but also to teach correct food habits, becomes a most valuable agency in combating the evil." Problems of diagnosis, extent, and effects of malnutrition are considered; and the development and present status of school feeding in relation to this defect are outlined.

Hunt, Jean Lee; Johnson, Buford J.; *and* Lincoln, Edith M. Health education and the nutrition class. New York, E. P. Dutton & company, 1921. 281 p.

A report of the Bureau of educational experiments of New York, describing an experiment "undertaken to explore the possibilities of the nutrition class in a public school." The experiment was carried on at Public school 64, Manhattan, and "constituted a pioneer attempt to remedy malnutrition in a school population by employing the methods of the hospital nutrition clinic or class within the school." Evaluates the results of the experiment and draws deductions from them.

Kempf, Grover A. *and* Collins, Selwyn D. A study of the relation between mental and physical status of children in two counties of Illinois. Washington, Government printing office, 1929. 42 p. (United States Public health report, v. 44, no. 29)

A group of school children in two counties of Illinois were given physical examinations and group mental tests. "The prevalence of physical defects among children of low I. Q. was compared with that among children of average and high I. Q. The average number of physical defects decreases as the I. Q. increases. This tendency seems to be independent of race, language, and other similar factors." The authors suggest several interpretations that might be placed upon these data.

McHale, Kathryn. Comparative psychology and hygiene of the overweight child. New York, Teachers college, Columbia university, 1926. 123 p. (Contributions to education no. 221)

"The purpose of this investigation was to determine, if possible, traits that may be said to characterize children of three well-defined body-weight groups, namely, children who are considered over-weight, normal-weight, and under-weight." On the basis of objective measurements given to children in each of these groups, the writer gives comparative statistical data regarding physical and health history, nutritional status, intelligence and achievement, will temperament, emotional stability, and interests. She concludes that "in so far as these measurements have gone, over-weight children are not very different from other children though there are a few differences which are better than chance differences weighting the positive side." Includes extensive bibliography.

Mallory, Jasper N. A study of the relation of some physical defects to achievement in the elementary school. Nashville, Tenn., George Peabody college for teachers, 1922. 78 p.

On the basis of a survey of the elementary grades in the public school of Humboldt, Tenn., and a statistical analysis of the data involved, the author concludes that "physical

defects both directly and indirectly constitute a cause of backwardness in achievement." Bibliography.

Alabama. State department of education. The malnourished child. Birmingham, Ala., Birmingham printing company, 1926. 8 p.

A program leaflet of the division of school and community betterment, presenting the causes, effects, treatment, and prevention of malnutrition.

Opie, E. L.; Landis, H. R. M.; McPhedran, F. M.; *and* Hetherington, H. W. Tuberculosis in public-school children. Philadelphia, University of Pennsylvania, Henry Phipps institute, 1929. 636 p.

Discusses the diagnostic, medical, and educational phases of the problem, including the consideration of open-air schools for the treatment of tuberculosis.

Richardson, Frank H. Rebuilding the child; a study in malnutrition. New York, G. P. Putnam's sons, 1927. 313 p.

"Malnutrition has been called the great disease of the American school child." This book considers the diagnosis of malnutrition, its symptoms, its relationship to other childhood problems, and its cure.

Roberts, Lydia Jane. What is malnutrition? Washington, Government printing office, 1927. 19 p. (United States Children's bureau. Publication no. 59, revised)

Discusses the symptoms, extent, causes, and effects of malnutrition, together with the methods of treatment that have been adopted. Bibliography.

Rogers, James F. Physical defects of school children. Washington, Government printing office, 1929. 29 p. (United States Office of education. School health studies, no. 15)

A comprehensive analysis of the incidence of various types of physical defects in children. Includes consideration of vision, hearing, malnutrition, organic heart defects, tuberculosis, defective tonsils, and other difficulties found in the school population.

——— Schools and classes for delicate children. Washington, Government printing office, 1930. 65 p. (United States Office of education. Bulletin, 1930, no. 22)

A comprehensive survey of special educational needs of and facilities provided for delicate children throughout the country. It considers open-air school buildings, open-window rooms, nutrition classes, preventoria, and health camps, together with the educational program of each.

Seham, Max *and* Seham, Greta. The tired child. Philadelphia, J. B. Lippincott and company, 1926. 342 p.

Considers the symptoms, causes, and results of chronic fatigue in school children. Discusses the preventive aspects of the subject as they apply to home and school conditions. Bibliography at the end of each chapter.

Smith, Charles Hendee. The nutrition class. New York, Child health organization of America, 1921. 46 p.

Discusses the organization and operation of a nutrition class in the school, the educational work that must be done in the home, and reasonable results that should be looked for. An appendix gives illustrative cases.

Sterling, Eunace Blanche. Nutrition and education. Washington, Government printing office, 1922. 10 p. (United States Public health report, vol. 37, no. 45)

Report of an investigation made in the schools of a small city in the attempt to determine any possible effect which the educational process in the schools of the present day may have upon nutritional status. On the basis of the data at hand, the author concludes tentatively that "it seems plain that school life, apart from the detrimental influences which may exist in the home environment, is not ordinarily a menace to the child's state of nutrition"; also that "caution should be observed in accelerating young children," since "acceleration in the elementary schools shows a larger percentage of change from a good to a poor nutritional status than does acceleration in the junior high school."

Westenberger, Edward J. A study of the influence of physical defects upon intelligence and achievement. Washington, D. C., Catholic education press, 1927. 53 p. (Educational research bulletin, vol. 2, no. 9)

On the basis of a study of 404 children in grades two to eight, the author concludes that "it seems that the influence of defects upon academic performance and intelligence has been somewhat exaggerated in the past. . . . In fact, no association of any kind appears in these data between physical health and achievement. Even comparatively serious defects do not necessarily entail poor achievement." The writer takes issue with the methods used by Mallory, who secured a positive association between physical defects and school retardation. (See Mallory, Jasper N., p. 26.) Bibliography.

## VII. SIGHT DEFECTIVES

### A. THE BLIND

Allen, E. E. Special features in the education of the blind during the biennium 1918–1920. Washington, Government printing office, 1921. 14 p. (United States Bureau of education. Bulletin, 1921, no. 16)

Calls attention to the most notable events affecting the status of education of the blind, including increased interest arising from the needs of the war blinded; the adoption of Braille as the uniform type and an increased governmental appropriation for printing; the growth of the movement for special teaching of partially sighted children; the widening interest in proper classification of pupils; and the beginning of a teacher-training program.

Brown, Lela T. Insurance underwriting; a study of the business in its relation to blind agents. New York, American foundation for the blind, 1928. 52 p. (Vocational research series no. 1)

A survey of insurance selling as an occupation for the blind. Concludes that it is well adapted to blind people who are otherwise properly qualified for the work. Considers the necessary qualifications for success and the adaptations to the job which the blind person must make.

——— Osteopathy; opportunities for the blind in training and practice. New York, American foundation for the blind, 1929. 50 p. (Vocational research series no. 2)

A survey of the vocational possibilities of osteopathy for the blind. Discusses the science of osteopathy, its requirements and rewards, the economics of the profession, and the practice of blind osteopathic physicians, pointing out the special qualifications, difficulties, and demands involved in their experience. Urges that "in order to reduce the number of vocational tragedies among blind youth, some comprehensive plan of counseling should be evolved and scientifically applied."

——— Stand concessions as operated by the blind in the United States and Canada. New York, American foundation for the blind, 1930. 72 p.

"Stand concessions for the blind offer an occupation of rapid and promising development." This report presents "what has been accomplished in stand placement together with a critical analysis of what is necessary for future progress."

French, Richard S. The education of the blind. Berkeley, Calif., California school for the blind, 1924–1925. 2 v. Part I, 1924, 56 p.; Part II, 1925, 119 p.

A historical and critical survey of the education of the blind. Includes discussion of special methods used, vocations and avocations as related to their education, and social aspects of the problem.

Hayes, Samuel P. Preliminary study of the influence upon school success of the age at which vision is lost. Watertown, Mass., Perkins institution and Massachusetts school for the blind, 1923. 8 p. (Department of research. Publication no. 1)

Nearly 600 pupils, arranged in groups according to the age at which their vision was lost, were given tests adapted to the needs of the blind. The fields tested included various school subjects, general intelligence, and specific mental functions. "In every test the attainment of those who lost their vision in the early years measured up to the median attainment of the whole number tested, in most cases no upward trend is shown with increased years of visual experience, and in all tests a considerable per cent of the highest scores were made by pupils of the early blind group."

**Hayes, Samuel P.** Self surveys in schools for the blind; a manual for the guidance of teachers. Overbrook, Pa., The Pennsylvania institution for the instruction of the blind, 1921. 60 p. (Publication no. 2)

Discusses the application of intelligence tests and of standardized educational tests to blind pupils. Gives directions for administering, for scoring, and for interpretation of results. Contains bibliography on tests for schools for the blind.

——— Ten years of psychological research in schools for the blind. Overbrook, Pa., The Pennsylvania institution for the instruction of the blind, 1927. 16 p. (Publication no. 4)

Discusses progress which has been made in the psychology of the blind, in the development of their greater social usefulness, and in the adaptation of tests and measurements to their special needs. Includes bibliography.

**Lende, Helga.** Reading lists on phases of the education and psychology of the blind. New York, American foundation for the blind, 1931. 40 p.

A classified bibliography including extensive periodical material as well as books and bulletins, and foreign literature as well as that published in the United States. Considers curriculum, recreation, vocational guidance, social problems, and psychological aspects.

**Maxfield, Kathryn E.** Adaptation of educational tests for use with blind pupils. New York, American foundation for the blind, 1927. 56 p. (Bureau of research and education, series III, educational measurement, no. 1)

Considers the value of educational tests in the teaching of the blind, and gives in full the directions for giving, scoring, and interpreting the results of the Stanford achievement tests in reading and spelling and the Gray oral reading check tests, as used with blind children.

——— The blind child and his reading. New York, American foundation for the blind, 1928. 215 p.

A handbook for teachers of primary Braille reading. Considers the mechanics of Braille reading, phonics and speech correction, present methods of beginning Braille reading, projects that may be used to accompany reading, special reading difficulties among blind children, and adaptation of standardized tests to blind children. Lists materials for use in teaching primary Braille reading; includes a bibliography for teachers and a list of books for children.

——— Present status of instruction in primary reading in residential and day-school classes for the blind. New York, American foundation for the blind, 1926. 41 p. (Bureau of research and education, series II, curriculum and instruction, no. 1)

Discusses the significance of reading in the life of the blind and the importance of giving to the primary child the adequate incentive for learning to read. Presents methods used, with samples of introductory reading lessons. Gives list of books used and bibliography.

**Merrill, H. G.** *and* **Oakes, L. W.** Your vision and how to keep it. New York, G. P. Putnam's sons, 1930. 145 p.

Outlines the underlying anatomical facts involved in the care of the eyes, describes the more common diseases of the eyes, and explains the reasons for the need of glasses. Written in non-technical language for teachers of sight-saving classes and others interested in the general care of the eyes.

**Merry, Frieda Kiefer.** Suggestions for motivating primary Braille reading. New York, American foundation for the blind, 1929. 31 p.

Discusses the Brailling of simple reading material, the choice of material suitable for constructive seat work, motivated material suitable for large or small groups, and poems and stories for class use.

**Parkhurst, Helen** *and* **Ritchie, J. M.** The Dalton laboratory plan in a school for the blind. New York, American foundation for the blind, 1926. 17 p.

Presents the underlying principles of the Dalton plan and their application to the education of the blind in a school in London. "The plan was adopted at Swiss cottage three years ago and experience gives a verdict in favor of its retention."

Rand, Loretta S. Agencies for the blind in America. New York, American foundation for the blind, 1926. 347 p.

Supplements printed in 1927 and 1928.

A comprehensive directory of activities for the blind in the United States and Canada. Information is given regarding State schools and city schools and classes for the blind, as well as for other agencies included.

Sargent, Ruth F. What can the blind do? Overbrook, Pa., The Pennsylvania institution for the instruction of the blind, 1924. 31 p. (Publication no. 3)

A study of 500 former pupils of the institution yielded the material for this report. Findings point to the importance of more attention to training for vocational efficiency. Many lines of work are open to the blind; they enjoy many of the same recreations that normal people do; belong to the same organizations; and "in spite of blindness find their niche in the world."

Sheldon, Dorothy Dean. The blind child in the world of nature. New York, American foundation for the blind, 1929. 8 p. (Educational publication, series II, no. 3)

A report on a nature study project used with blind children, which discusses "the best means of adapting nature study materials so as to arouse for it the same interest and enthusiasm among blind children as is experienced among those with full sight."

Smith, Josephine Mitchell. Which hand is the eye of the blind? Worcester, Mass., Clark university, 1929. 39 p. (Genetic psychology monograph, vol. 5, no. 3)

The writer conducted an experiment to determine: (1) Which hand when used alone is better for reading pointscript; and (2) whether flexion or extension of the arms is more efficient. She used a subject who was entirely inexperienced in reading pointscript and exposed her to various methods of learning. Results pointed to the conclusion that, "in reading blind script, extension is very slightly superior to flexion, and, the more significant conclusion which can be drawn, the left hand is decidedly superior to the right when used as a sense organ." Bibliography.

Speakman, Martha T. Recreation for blind children. Washington, Government printing office, 1927. 76 p. (United States Children's bureau. Publication no. 172)

A survey of recreational possibilities for the blind. It includes games for little children and for older boys and girls, with consideration also of music as recreation. Lists equipment that may be used on the playground, in the playroom, and in the gymnasium. Contains bibliography.

United States Bureau of education. Schools and classes for the blind, 1921–22. Washington, Government printing office, 1923. 12 p. (Bulletin, 1923, no. 51)

A statistical report of schools and classes organized for the blind at the time of writing.

——— ——— 1926–27. Washington, Government printing office, 1928. 7 p. (Bulletin, 1928, no. 9)

A statistical report of schools and classes organized for the blind at the time of writing.

Villey-Desmeserets, Pierre Louis J. The world of the blind. Tr. by Alys Hallard. New York, The Macmillan company, 1930. 403 p.

The author has been blind since he was four and a half years old. In this book he describes the world of the blind person and how he deals with it. Gives numerous examples from his own experience of the development of perceptions for those who can not see. Valuable as a psychological study.

West, Bessie Brooks. Report of an experiment in nutrition at the California school for the blind. Sacramento, Calif., State department of education, 1929. 35 p. (Bulletin no. D–2)

A study of the nutritional needs of institutional life, together with a report of the procedure used in changing an unsatisfactory institutional feeding regimen to a satisfactory one. The experiment was carried on at the girls' home of the State school for the blind.

### B. SIGHT SAVING

Cook, Harriet B. Evaluating the lighting system in the public schools under nursing supervision. New York, The National society for the prevention of blindness, 1929. 7 p.

Since "12 per cent of all our school children are found to have vision defects," it is important to consider the part lighting in our public schools should play in conserving sight and preventing eye defects. This pamphlet discusses the fundamental principles involved.

Dunlop, Gladys L. Sight-saving in the schools. New York, National society for the prevention of blindness, 1929. 4 p.

Brief description of the necessary equipment for sight-saving classes and of the procedures used in their maintenance.

Hadley, Hazel C. Sight-saving classes in the public schools. New York, National society for the prevention of blindness, 1927. 90 p.

A manual on the methods used in the sight-saving classes organized in the State of Ohio.

——— *and* Hathaway, Winifred. Sight-saving classes; their organization and administration. 2nd edition. New York, National society for the prevention of blindness, 1929. 35 p. (Publication no. 30)

Describes the administrative aspects of establishing and maintaining sight-saving classes.

Irwin, R. B. Sight-saving classes in the public schools. Cambridge, Mass., Harvard university press, 1920. 31 p.

One of the earlier studies dealing with the importance of sight conservation among the partially sighted and with the possibilities inherent in sight-saving classes.

Kerr, James. School vision and the myopic scholar. London, George Allen and Unwin, 1925. 156 p.

A book designed for teachers and school workers discussing the common defects of the eye, with special reference to myopia, and to the school's responsibility in making special provision for children having subnormal vision.

Lawes, Estelle. Methods of teaching sight-saving classes. Revised edition. New York, National society for the prevention of blindness, 1931. 64 p.

A manual on the methods of conducting and teaching sight-saving classes, with consideration of the equipment required and of records and reports that are needed. Lists names and addresses of manufacturers from whom supplies may be obtained.

Levy, Harry H. Vision survey among a group of pupils of Syracuse schools. New York, National society for the prevention of blindness, 1928. 9 p.

Presentation of findings in a cross section of the Syracuse school population. Gives statistical data.

Lighting the schoolroom. New York National society for the prevention of blindness, 1925. 4 p.

A brief statement concerning the lighting of schoolrooms, based on the American standard code of lighting school buildings.

London County council. Education of myopic children. London, London County council, 1926. 4 p.

Outlines the principles upon which the education of myopic children should proceed, and gives suggestions to teachers for the conduct of the classes.

Myers, Edward T. A survey of sight-saving classes in the public schools of the United States. Philadelphia, Pa., University of Pennsylvania, 1930. 105 p.

A comprehensive survey of the facilities offered by public-school systems for special attention to children with impaired vision. Bibliography.

National society for the prevention of blindness. Sight-saving classes in school systems. New York, National society for the prevention of blindness, 1926. 4 p.

"A concise statement regarding the function, value, and operative requirements of sight-saving classes."

National society for the prevention of blindness. The vision of preschool children. New York, National society for the prevention of blindness, 1930. 37 p. (Publication 66)

An analytical study of 982 children of preschool age, "begun in 1925 and continued for several years. This study seems to indicate that almost as large a percentage of children of preschool age have eye defects requiring careful study by ophthalmologists as have children of older-age groups. The only striking difference that stands out clearly in this study is the higher incidence of hyperopia and the lower incidence of myopia in the preschool group."

Newmayer, S. Weir. A survey of the semiblind school children in the city of Philadelphia. New York, National society for the prevention of blindness, 1927. 29 p.

A statistical study of the children in Philadelphia requiring sight-saving class work.

Royer, Jessie R. Testing the vision of preschool children. New York, National society for the prevention of blindness, 1928. 12 p. (Publication 49)

Presents methods of testing the vision of the young child which are "simple enough for the child to understand what he is to look for" and "interesting enough to induce him to see it as well as he can." The play element is introduced to appeal to his interest.

Wood, Thomas. Conserving the sight of school children. A program for public schools. Revised edition. New York, National committee for the prevention of blindness, 1929. 56 p. (Publication no. 6)

Report of the joint committee on health problems in education of the National education association and the American medical association with the cooperation of the National society for the prevention of blindness. The purpose of the report is "to supply to teachers, school officials, and all others concerned with this problem, information, advice, and practical directions which will promote the conservation of eyesight of all school children." Considers importance and extent of defective vision among school children, present practices in conserving vision, and knowledge essential to teachers, and others concerned with the child.

## VIII. SPEECH DEFECTIVES

Anderson, Lewis O. Stuttering and allied disorders; an experimental investigation of underlying factors. Baltimore, Md., Williams and Wilkins company, 1923. 78 p. (Comparative psychological monograph, vol. 1, serial no. 4)

Reviews the accumulated literature on stuttering and allied disorders, which "has yielded little more than contradictions and confusion." Attempts to find out if some of the contributing factors in stuttering and allied speech defects could be discovered by means of tests in other fields of behavior. Administration of specially devised tests seemed to indicate that "stuttering and allied disorders are something more than defects of speech," and that the associated factors might in themselves be the underlying cause of the speech defect. Extensive bibliography.

Appelt, A. Stammering and its permanent cure. 3rd edition. New York, E. P. Dutton and company, inc., 1930. 227 p.

A psychoanalytic approach to the problem of stammering along the lines of "individual psychology." Holds that "all forms of speech drill can be done away with and that stammering can be treated solely by psychic means."

Bluemel, Charles S. Mental aspects of stammering. Baltimore, Md., Williams and Wilkins company, 1930. 152 p.

Presents the author's concept of stammering as an impediment of thought and outlines methods of training for its correction. Gives directions for speech training in kindergarten, grade school, high school, and with adults.

Borden, R. C. *and* Busse, A. C. Speech correction. New York, F. S. Crofts and company, 1925. 295 p.

A book designed to "make possible the accurate diagnosis and effective treatment of all ordinary speech defects." Gives major attention to a consideration of the mechanism of speech, analysis of sound units, defects of foreign or provincial dialect, of carelessness, of infantile preservation, and of organic nature. "Neurotic defects" (i. e., stammering) are considered only very briefly. Includes bibliography.

Cable, W. A., *ed.* Cultural and scientific speech education to-day. Boston, Expression company, 1930. 206 p.

Compilation of contributions on speech training and speech correction. Includes discussion of speech defects in children, the relation of emotional maladjustments to nervous speech disorders and to delinquency, college speech clinics, the administration of a speech department, and other problems of speech education.

Case, Ida Mae *and* Barrows, Sarah T. Speech drills for children in form of play. Boston, Expression company, 1929. 84 p.

A handbook of drills, exercises, games, and stories which yield material for speech correction, to be used with children in the kindergarten and first four grades of the elementary school.

Coriat, Isador H. Stammering; a psychoanalytic interpretation. New York, Nervous and mental disease publishing company, 1928. 68 p.

Considers stammering as indicative of a complex rooted in sex. Follows the Freudian point of view of the libido. "It must be realized that stammering is an infantile reaction, as shown by the character traits, the unconscious reactions, and the oral erotic tendencies which motivate the speech defect."

Ewing, Alex. W. G. Aphasia in children. Oxford university press, 1930. 152 p.

A consideration of the conditions which are essential for the development of the speech mechanism, with intensive treatment of cases which the author describes as children having "high-frequency deafness." By this term he means a failure, more or less severe, to hear the notes in the upper part of and above the piano scale, while a good deal of or total hearing is retained for the lower notes. This high-frequency deafness he considers the underlying condition of aphasia.

Fletcher, John Madison. The problem of stuttering. New York, Longmans, Green, and company, 1928. 362 p.

A scientific treatise on stuttering with reference to the various theories of causation, symptomatology, environmental and occupational therapy, and educational prophylaxis. Considers stuttering as a form of social maladjustment which demands therapeutic treatment.

Fogerty, Elsie. Stammering. New York, E. P. Dutton and company, 1930. 64 p.

Considers stammering "a nervous trouble." Discusses its development in the child and outlines curative exercises for young children, for the child of school age, and for self-cure at a later age.

Johnson, Wendell. Because I stutter. With an introduction by Lee Edward Travis. New York, D. Appleton and company, 1930. 127 p.

Dr. Travis' theory of stuttering is based upon the concept that stuttering is a definite neuromuscular derangement of the functional type in which there is a general reduction in cortical activity, "due to transient and mutually inhibitive activities of the associative areas of the right and left hemispheres." Mr. Johnson, as a patient of Doctor Travis, writes the major portion of the book in description of his own experiences resulting from the handicap of stuttering and his development under Doctor Travis' treatment.

McDowell, Elizabeth D. Educational and emotional adjustments of stuttering children. New York, Columbia university, Teachers college, 1928. 59 p. (Teachers college. Contributions to education no. 314)

Compares 61 stuttering children, selected from more than 7,000 pupils, with a like number of normal children, in an attempt to investigate the psychological aspects of stuttering. The findings point to the desirability of emphasis in corrective work for stutterers upon "the improvement of speech habits rather than upon the eradication of neuropathic or psychopathic tendencies in the individual." These findings, however, the author feels should be subjected to further check. Bibliography.

McCullough, Grace A. *and* Birmingham, Agnes V. Correcting speech defects and foreign accent. New York, Chas. Scribner's sons, 1925. 232 p.

The authors are supervising the work of speech improvement in the New York city schools, and this book represents the accumulation of material used for pupils needing such attention. Presents general method as well as drill exercises for specific defects.

Nathanson, Y. S. Analysis of sounds and frequency words basic to a new method of corrective speech. Philadelphia, University of Pennsylvania, 1930. 44 p.

The author emphasizes the fact that "speech production is dependent on three processes: First, correct breathing; second, correct 'oratans,' or kinesthetic imagery; third, the combination" of these two processes in speech output. On the basis of this concept he presents material consisting of lists of words which have been analyzed according to sound and frequency. This material is "applicable to all types of speech defect in which a prognosis could be favorable."

**Peppard, Helen M.** The correction of speech defects. New York, The Macmillan company, 1925. 180 p.

A handbook that gives definite methods and devices for the correction of the various speech defects found among school children. Part I discusses the psychology and philosophy of speech. Part II considers specific cases of speech correction.

**Robbins, Samuel D.** Stammering and its treatment. Providence, R. I., Rhode Island society for mental hygiene, 1927. 23 p.

Discusses the causes of stammering, offers advice to parents and teachers, and presents exercises suitable for its treatment.

——— *and* **Stinchfield, Sara M.** A dictionary of speech. Boston, Expression company, 1931.

A compilation of terms used in the treatment of speech disorders, with definitions as given by various authorities. Proposes a new terminology and classification recommended by a committee of the American society for the study of disorders of speech.

**Rogers, James Frederick.** The speech defective school child. Washington, D. C., Government printing office, 1931. 31 p. (United States Office of education. Bulletin, 1931, no. 7)

Considers the nature and the incidence of speech defects, and the organization of work for speech defective children in city school systems. Gives some attention also to State provisions for the program.

**Scripture, Edward W.** Stuttering, lisping, and correction of the speech of the deaf. Second edition. New York, The Macmillan company, 1923. 290 p.

Considers the underlying causes of stuttering and lisping, their symptoms, diagnosis, and therapy. Describes exercises designed for remedial treatment. Several chapters are also given to the methods used for correcting defects of the speech of the deaf as shown by imperfect pitch, nasality, and monotony of tone.

**Stinchfield, Sarah M.** Formulation and standardization of a series of graded speech tests. Princeton, N. J., Psychological review company, 1923. 54 p. (Psychological monograph, vol. 33, no. 2)

A statistical study which has for its objective "the development of a series of graded speech tests to serve as a measuring scale for speech attainment," and which is "the outgrowth of the tabulation of some 600 cases by the writer during a period of approximately five years. The types of cases have differed from slight inaccuracies of speech, such as are found in letter substitution and oral inactivity, to stuttering, psychic disturbances affecting the speech function, and organic conditions which interfere with the normal functioning of the central, or peripheral parts of the speech mechanism." The study has included subjects of varying ages, from children of preschool age to adults. Selected bibliography.

——— A preliminary study in corrective speech. Iowa City, Iowa, University of Iowa 1920. 36 p. (Studies in child welfare, vol. 1, no. 3, 1920)

A study based upon observations of university elementary school pupils. Gives a tentative classification and analysis of defective speech conditions and causes of speech disorders, together with reports on two type cases. Lists materials used for speech examinations.

——— Speech pathology, with methods in speech correction. Boston, Expression company, 1928. 266 p.

"The writer offers these exercises, not with any idea of covering the vast field of speech disorders which have already been extensively treated elsewhere—nor with any idea of furnishing a complete bibliography of the types of speech defects treated in various medical texts on the subject. She wishes rather to present, as a result of her own experience, a few practical suggestions and exercises which may be useful to the busy teacher of speech who may be seeking special methods for a particular type of speech defect." This quotation gives the purpose and general content of the book, which considers a classification of speech defects, together with methods for treatment.

Trumper, Max. A hemato-respiratory study of 101 consecutive cases of stammering. Philadelphia, University of Pennsylvania, 1928. 72 p.

"Observation suggests that in stammerers there is a fundamental disturbance of the respiratory mechanism, probably of nervous origin, which results in an alteration in cerebral circulation leading to congestion before speech is actually begun." . . . "The data . . . demonstrated the existence of a correlation between the respiratory and hematologic functions," which "resolved itself into a principle of physiologic compensation by which the subjects made up for shallow inadequate breathing, by increasing the red cells, red cell volume, and the hemoglobin content of the blood." The author believes that this "hematologic compensation concomitant with rapid shallow breathing supports Bluemel's theory of cerebral congestion with resulting transitory auditory amnesia as the explanation of stammering." Extensive bibliography.

Wallin, J. E. W. Speech defective children in a large school system. Oxford, Ohio, Miami university, 1926. 45 p. (Bulletin, series 25, no. 4)

A report on a study of speech defects conducted in St. Louis. Considers the prevalence of speech defects; speech defects in relation to sex, race, and handedness; comparison of speech defects in elementary, special and high schools; age of onset; grade distribution of speech defectives; relation to pedagogical retardation; and the importance of corrective work in the schools.

Ward, Ida C. Defects of speech: Their nature and their cure. New York, E. P. Dutton and company, 1923. 79 p.

A nontechnical discussion, intended for teachers who may not have specialized training in speech correction. Considers indistinct articulation, defective consonant sounds, nasal twang, and adenoid speech, cleft palate speech, and stammering.

West, Robert, *ed.* A symposium on stuttering. Boston, American society for the study of disorders of speech, 1931.

A series of papers presented at the meeting of the American society for the study of disorders of speech, held in December, 1930. Presents the opinions of various authorities with reference to causation and method of treatment; educational problems involved; personality difficulties, and other phases of the subject. Several city and State programs of speech correction are described.

Young, E. H. Overcoming cleft palate speech: help for parents and trainers. Minneapolis, Hill-Young school, 1928. 61 p.

Outlines the principles underlying speech mechanism and the necessity for the formation of correct speech habits. Advocates careful guidance in the formation of these habits in the child having a cleft palate even before the palate is closed. Gives suggestions for practice.

## IX. SUBNORMAL AND BACKWARD

Barr, Martin W. *and* Maloney, E. F. Types of mental defectives. Philadelphia, P. Blakiston's son and company, 1920. 179 p.

Presents an educational classification of mental defectives, from the backward down to the idiot. Discusses the characteristics of each group and their possibilities for training on the basis of numerous illustrative case studies.

The Boston way. 2nd ed. Concord, N. H., Rumford press, 1921. 127 p.

"This book is the united work of the special-class teachers of Boston (and) an outline of their united experience." Outlines extensively the educational experiences that may be offered to children of subnormal intelligence, including sense training, health training, academic work, hand work, and social reactions. Bibliography of helpful references at the close of each chapter, as well as a general bibliography at the close of the book.

Brousseau, Kate. Mongolism. Revised by H. G. Brainerd. Baltimore, Md., The Williams and Wilkins company, 1928. 210 p.

A study of the physical and mental characteristics of the Mongol, based on observation and experience. Discusses history, incidence, etiology, pathology, diagnosis, and prognosis. A closing chapter treats therapy, education, and training. Contains statistics from more than 1,000 cases. A thoroughly scientific presentation.

Carpenter, Mary S. A study of the occupations of 207 subnormal girls after leaving school. Ann Arbor, University of Michigan, School of education, 1925. 40 p. (Vocational education department special studies no. 2)

The girls studied had been enrolled in special classes of the Detroit city schools. Information was secured from the girls themselves, their parents, near relatives, and employers. Considers and evaluates the principal kinds of work done by the girls.

**Davies, Stanley P.** Social control of the mentally deficient. New York, T. Y. Crowell company, 1930. 389 p.

An excellent presentation of the whole situation with reference to the feebleminded. Considers the social aspects of the problem as well as the responsibility of the school. Also includes a history of the approach made to a study of scientific analysis of their nature and needs. Bibliography.

**Davis, Guy Pratt.** What shall the public schools do for the feebleminded? Cambridge, Mass., Harvard university press, 1927. 225 p.

"The general aim or objective of special school training is to make of the feebleminded children coming under its instruction law-abiding citizens, socially adaptable, and economically self-sufficient through worthwhile labor and productivity." Analyzes the instructional program for mental defectives; sense training; manual training; physical training; occupational training; academic training; and mental hygiene. Emphasizes the value of object lessons. Outlines plan for organization of education of mental defectives on state-wide basis, with establishment of centers in both rural and urban communities. Gives plan of curriculum, equipment, etc. Bibliography.

**Descoendres, Alice.** The education of mentally defective children. Tr. from the French by Ernest F. Row. Boston, D. C. Heath and company, 1929. 313 p.

Describes the general organization of special schools and classes for the defective in Europe (Germany, Switzerland, Belgium). Favors Mannheim system of (1) Hauptklassen; (2) Förderclassen (for individual help and adjustment); (3) Hilfsklassen (for those who can not proceed even with special attention in the Förderklassen). "The principle to be followed in these classes is that the more unfavorable the physical and mental constitution of the subject, the more favorable should be the teaching conditions." Discusses school programs and methods to be used in teaching various subjects of the curriculum in special classes or schools. Also gives suggestion for games and for projects in handwork and other subjects.

**Gesell, Arnold.** The retarded child: How to help him. Bloomington, Ill., Public school publishing company, 1925. 100 p.

A manual of practical suggestions for planning an individual program involving a variety of activities, handicraft, and vocational work for the deficient pupil.

**Gordon, Hugh.** Mental and scholastic tests among retarded children. London, H. M. Stationery office, 1923. 92 p. (Educational pamphlet, no. 44)

On the basis of tests given to physically defective children, canal-boat children, gypsy children, and backward children in ordinary elementary schools, the author concludes that the mental tests used "do not measure native ability apart from schooling, except in the case of children under 6 or 7 years of age."

**Hodgkinson, Lorna M.** Mental defectives. Sydney, New South Wales, Public instruction department, 1923. 13 p.

Report of the supervisor of the education of mental defectives of New South Wales. Calls attention to the need for greater facilities than are available.

**Hollingworth, Leta S.** The psychology of subnormal children. New York, The Macmillan company, 1920. 288 p.

Is addressed primarily to the large group of teachers who are working with mentally deficient children. Provides a basic knowledge of the psychology, physical traits, and general nature of the mentally defective.

**Holmes, Mossie D.** Handbook of suggestions and course of study for subnormal children. Mountain Lake Park, Md., National publishing company, 1926. 110 p.

This book represents the result of three years of practice, study and refinement by the author, who is a supervisor of special classes, and the teachers working under her supervision in Youngstown, Ohio. Covers the general aims of special class instruction and programs of work, and gives concrete suggestions for the teaching of the various subjects of the curriculum. An appendix shows the report card used, and gives a list of special class supplies and equipment.

Inskeep, Annie D. Teaching dull and retarded children. New York, The Macmillan company, 1926. xix, 455 p.

The author is an experienced teacher of mentally retarded children. Out of her wealth of practical experience, she gives numerous concrete suggestions as to the type of instruction which has been most effective in her own classroom. Includes discussions of reading, language, spelling, arithmetic, and other usual subjects of the curriculum, with some attention also to games and the "education of the hand."

Johnstone, Edward R. Dear Robinson. Vineland, N. J., The Training school at Vineland, 1923. 139 p.

The author, who is the director of the Training school at Vineland, writes a series of letters to a mythical friend, describing the life and spirit of the institution which is responsible for the education of children whose minds have not developed normally.

Lapage, Charles Paget. Feeblemindedness in children of school-age. Second edition. New York, Longmans Green and company, 1920.

An English publication giving consideration to the physical, psychological, and educational aspects of feeblemindedness in children. Diagnosis, prognosis, treatment, and care are all discussed, and an appendix gives specific information and suggestions "on the training and management of feebleminded children."

MacMurchy, Helen. The almosts. Boston, Houghton Mifflin company, 1920. 178 p.

A study of the feebleminded in literature. Discusses characters in the writings of well-known authors (Dickens, George Eliot, Kate Douglas Wiggin, and others), which belonged to this group, and pleads that a place be made for such individuals in the world's work, with proper recognition of and provision for their needs.

Merrill, Maud A. On the relation of intelligence to achievement in the case of mentally retarded children. Baltimore, Williams and Wilkins company, 1924. 100 p. (Comparative psychological monograph, vol. 2, serial no. 10)

A report of a research study dealing with problems of achievement of the mentally retarded child. "In general, the results of the investigation indicate that there are characteristic differences in mental traits between normal and retarded children of the same mental level but that 'capacity for learning' in the two groups is not significantly different at any given level." Bibliography.

Morrison, Beulah May. A study of the major emotions in persons of defective intelligence. Berkeley, Calif., University of California press, 1924. 145 p.

Report of a detailed study of anger, fear, and affection in mental defectives resident in a State school for the feeble-minded. Considers also the correlation of these traits with intelligence, and with one another. "It would seem that anger and affection are complementary emotions that spring from a common source of emotionality which is highly correlated with intelligence," but "there is no direct connection apparent between the expression of fear and the degree of intelligence."

Portens, S. D. Studies in mental deviations. Vineland, N. J., Training school at Vineland, 1922. 276 p. (Publication no. 24)

A group of psychological studies having as their subjects the mentally subnormal children at the Training school at Vineland, N. J. Includes anthropometric studies, analysis of personality traits, educational attainment, results of the Binet-Simon scale and of other scales and tests devised by the author.

Pressey, Sidney L. *and* Pressey, Luella C. Mental abnormality and deficiency. New York, The Macmillan company, 1926. 356 p.

Outlines the methods for study of the individual with reference to his mental health and emotional problems. Considers the extent to which supposedly abnormal characteristics appear in "normal" persons; the causes of mental ill health and deficiency, their treatment, and methods of prevention and control. Extensive bibliography.

Report of the mental deficiency committee. Vol. I. London, His Majesty's Stationery office, 1929. 170 p. 3 vols.

A comprehensive review of legislation in England dealing with the mentally defective, and of the present administrative arrangements and provisions made for mentally defective children. Discusses the relationship between mentally defective and retarded children, and makes recommendations for future policies, standards, and educational practice.

**Russell Sage foundation.** Backward children. New York, Russell Sage foundation, 1923. 4 p. (Bulletin no. 57)

A selected bibliography on the nature and education of atypical children, primarily the mentally subnormal.

Report of the survey of the specially handicapped children in the State of Illinois. Springfield, Ill., State department of public welfare, 1925. 30 p.

A report made by the Illinois Institute for juvenile research in accordance with a legislative act "providing for a survey and report of the numbers, location and types of specially handicapped children of school age within the State of Illinois." Two representative counties were selected for intensive study. Data are given regarding results of physical and psychological examinations, social analysis, and psychiatric study. Recommendations for a State program are made.

Stecher, William A. Physical training lessons for backward classes. Philadelphia, Pa., John Joseph McVey, 1923. 38 p.

A manual of games and exercises designed for the use of teachers of mentally-retarded pupils in promoting their physical development.

Tredgold, Alfred F. Mental deficiency. 5th edition. New York, William Wood, 1929. 535 p.

A comprehensive treatise on the subject of mental deficiency from the point of view of medical, psychological, and educational conditions.

**United States Bureau of education.** Schools and classes for feebleminded and subnormal children, 1922. Washington, Government printing office, 1923. 22 p. (Bulletin, 1923, no. 59)

A statistical study for the year 1922, giving data as to number of schools, enrollment, expenditures, etc.

——— ——— 1926–27. Washington, Government printing office, 1928. 21 p. (Bulletin, 1928, no. 5)

A statistical study for the year 1926–27, giving data as to number of schools, enrollment, expenditures, etc.

**Vanuxem, Mary.** Education of feeble-minded women. New York, 1925. 75 p. Columbia university, Teachers college. (Contributions to education, no. 174)

Outlines the program of education followed in the Laurelton State village, Pennsylvania, which cares for feeble-minded girls and women of child-bearing age. Studies of personality, intelligence, academic achievement, industrial capacity, and moral training were carried on, as a basis for building an educational program suited to the needs of those in the institution. Bibliography.

**Walker, Helen M.** *and* **Shauffler, Mary C.** The social adjustment of the feeble-minded; a group thesis study. Cleveland, Ohio, Western Reserve university press, 1930. 220 p.

Represents a summary of the findings of 18 different theses based upon a group study of 898 feeble-minded individuals known to Cleveland social agencies. The findings indicate that "a large majority of the subnormal individuals, both children and adults, in families known to Cleveland social agencies are maladjusted in their relationships to family, school, work, neighborhood, and community. . . . Variation of mental level has little relation to successful or unsuccessful adjustment. Emotional factors, training, and environmental conditions are what make for success or failure."

**Wallin, John E. W.** The achievement of subnormal children in standardized educational tests. Oxford, Ohio, Miami university, 1922. (Miami university, bulletin, series 20, no. 7, 1922)

This study includes consideration of achievement in spelling, reading, and arithmetic. Standardized tests were used for the analysis, and achievement of subnormal children was compared with that of normal children in the various processes.

——— Studies of mental defects and handicaps. Oxford, Ohio, Miami university, 1924. 177 p. (Miami university bulletin, series 22, no. 5, January, 1924)

A collection of reprints of articles appearing in various scientific and educational publications, growing out of the author's experimental investigations in the field of

clinical psychology. The articles included deal with problems of diagnosis, psychology, causation, treatment, education, and allied subjects in their relation to mental handicaps.

Whipple, Helen Davis. Making citizens of the mentally limited. Bloomington, Ill., Public-school publishing company, 1927. 375 p.

Discusses the subject matter to be taught to subnormal pupils in segregated special classes of public schools. Places emphasis upon those materials which meet a present need of the pupil and appeal strongly to his interests. Adds to the work in the three R's practical application of the manual arts, citizenship, character, and health education.

Woolley, Helen T. *and* Hart, Hornell. Feeble-minded ex-school children. Cincinnati, Ohio, The Helen S. Trounstine foundation, 1921. 264 p.

A study of children who have been students in Cincinnati special schools. Analyzes the mental, educational, and social status of special school children, and follows them into industry and other types of afterschool life. On the basis of findings, the author emphasizes the importance of selecting children for special classes as early as possible in their school careers, in order that adequate habit training may be possible.

## X. STATE AND CITY SCHOOL BULLETINS

[NOTE: The publications listed below comprise all those printed bulletins which have been sent to the United States Office of Education in answer to a request for material describing local programs of education of exceptional children. In addition to those listed, reference should be made to mimeographed circulars issued by public-school systems, to the general annual reports of State and city school superintendents which embody a presentation of all activities of the school system, and to the annual reports of superintendents of State residential schools. All of these give much valuable information, but are not included under the specifications set up for this bibliography.]

### CALIFORNIA

California. State department of education. Analysis of State laws governing the education of physically handicapped children. Sacramento, Calif., State board of education, 1928. 8 p. (Bulletin no. D–1, 1928)

Gives legal provisions made for the various types of physically handicapped children, with an interpretation as to State aid available.

Eager, Nellie V. Course of study for atypical classes. San Francisco, Calif., Board of education, 1926. 68 p.

An outline of activities and subjects used with mentally defective children. Includes academic subjects and manual work, as well as health education, art, music, and other fields. Bibliography.

Los Angeles, Calif. City school district. A handbook for teachers of opportunity "B" and adjustment "B" rooms. Los Angeles, Calif., Department of psychology and educational research, 1926. 44 p.

A manual of information regarding the three types of opportunity rooms organized in Los Angeles: (1) Opportunity "A", for pupils of superior mental ability; (2) opportunity "B" rooms, for pupils who fall approximately within the range of 70 to 85 I. Q; (3) adjustment "B" rooms, "for pupils of normal or approximately normal mental ability, who are educationally retarded or maladjusted." Information is given concerning general regulations, equipment, selection of pupils, method of instruction, and curriculum.

——— ——— Open-air sun rooms. Los Angeles, Calif., City school district, Division of health and corrective physical education, 1928. 4 p.

An outline of the purpose, organization, and program of the open-air sun rooms in Los Angeles, Calif. The open-air sun room is defined as "an ungraded school room where a physically subnormal child may have special educational advantages and, at the same time, become well and strong."

Oakland, Calif. Board of education. Handbook of suggestions for use in atypical classes. Oakland, Calif., Board of education, 1923. 39 p. (Bulletin, Course of study series, no. 54)

A preliminary suggestive outline of course of study material for mentally deficient children. Considers both academic work and manual activities, as well as other types of projects suited to the mental level of the children concerned.

### CONNECTICUT

Connecticut. State board of education. A discussion of the methods and results of the biennial enumeration of educationally exceptional children in Connecticut. Hartford, Conn., State board of education, 1928. 55 p. (Special education and standards bulletin 2, series 1927–28)

Gives procedure and results of State census made of various types of exceptional children, including the mentally retarded, the bright, the hard of hearing, the sight defective, the speech defective, the crippled, the epileptic. Also considers the educational program for such children with regard to the organization of special classes, the need of State aid, and desirable developments in the work.

——— ——— Graded shop problems in five units for special-class children. Hartford, Conn., State board of education, 1930. 109 p.

A course of study "prepared for children below the average in mental ability," representing "the result of several years of experience and experiment." An ordered sequence and progression in difficulty have been followed in presenting the problems. Includes printed patterns.

——— ——— Handicapped children. Hartford, Conn., State board of education, 1923. 22 p. (Special education and standards bulletin 1, series 1922–23)

A group of papers discussing the needs of "the halt, the lame, and the blind," the mental defective, and the subnormal incorrigible.

Doll, Edgar. A special-class catechism. Hartford, Conn., State board of education, 1926. 16 p. (Special education and standards bulletin 1, series 1925–26)

Asks and answers questions regarding the nature and needs of the special class, the qualifications of teachers, and principles and practices involved in their organization and administration. Deals particularly with classes for children of subnormal intelligence.

Gesell, Arnold. What can the teacher do for the deficient child? Hartford, Conn., State board of education, 1923. 47 p. (Bulletin no. 5, whole no. 454.)

A manual for teachers in rural and ungraded schools, including questions and answers on mental deficiency, illustrative case studies of deficient school children, and suggestions for a special program for the deficient child.

### COLORADO

Denver, Colo. Board of education. Courses of study in arithmetic and reading for the slow-learning. (Elementary grades 1 to 6) Denver, Colo., Board of education, 1930. 209 p. (Course of study monograph, no. 29, 1930)

Considers the general principles underlying the differentiation of courses of study for the slow-learning, the needs of the slow child in reading and arithmetic, and application to instructional methods, materials, and standards of attainment. Bibliography.

### ILLINOIS

Bruner, Frank G. An outline of health lessons in use in the open-window rooms of the Chicago public schools. Chicago, Ill., Municipal tuberculosis sanitarium, 1923. 51 p.

The lessons include consideration of food and eating; posture and exercise; rest, sleep, and ventilation; oral hygiene; personal hygiene and clothing; health habits and self control.

Chicago, Ill. Board of education. Course of study: Schools for the deaf. Chicago, Board of education, 1924. 91 p.

A course of study "based upon the oral method of instruction entirely." Emphasizes the acquisition of language as a psychological background for speech acquirement. "Provides for the special language and speech needs of the deaf child up to the time when he has overcome his handicap and is ready to carry on the regular work required of hearing children in the intermediate and grammar grades of the elementary school."

——— ——— Manual of exercises and methods: Schools for the deaf. Chicago, Board of education, 1924. 47 p.

An attempt "to bring together the different methods of teaching speech to the deaf, select the best in each and organize a method of approach which all our teachers shall follow."

——— ——— Report of the director of special schools for the school year, 1922–23. Chicago, Ill., Board of education, 1923. 178 p.

Considers provisions made for exceptional children in special schools and classes in prevocational schools and for corrective speech and oral hygiene.

### IOWA

Iowa. State department of public instruction. Census of handicapped children. Des Moines, Iowa, State department of public instruction, 1930. 15 p. (Research bulletin no. 4)

Outlines the method used in effecting a State enumeration of various types of exceptional children. Gives the results of the census, with an estimated number of each type in the State.

### MARYLAND

Wallin, John E. W. A brief survey of special education in the public schools of Baltimore. Baltimore, Md., Department of education, 1929. 57 p.

Describes the procedure followed in the Baltimore school system for the education of exceptional children, the administrative and supervisory organization, training and experience of special class teachers, and character of pupil material. Gives major recommendations for the development and improvement of the program.

### MASSACHUSETTS

Massachusetts, Commonwealth of. Department of education. Regulations for determining the number of children three years retarded in mental development. Boston, Mass., The Commonwealth of Massachusetts, Department of education and Department of mental diseases, 1926. 29 p.

A bulletin giving State regulations regarding selection of children for examination and type of examinations given. Lists available clinics providing examination facilities.

Worcester, Mass. School committee. Special classes. Worcester, Mass. School committee, 1930. 24 p.

Considers local organization of special classes for mentally handicapped, sight-saving classes, classes for the deaf, hospital class for convalescent children, classes for foreigners, and fresh-air classes.

### MICHIGAN

Berry, Chas. S. The education of handicapped children in Michigan. Lansing, Mich., State board of education, 1926. 56 p.

Considers provisions made for the blind and partially-sighted, the deaf and hard-of-hearing, the crippled, the speech defective, and the mentally retarded. Includes also citations of the Michigan laws relative to the education of physically handicapped children.

Detroit, Mich. Board of education. Consonant exercises for speech improvement, Books one and two. Detroit, Mich., Board of education, 1929. 2 v.

Book one presents reading selections designed to develop correct position and emission of consonants, distinct articulation, pleasing voice, and other qualities of good reading. Limited primarily to single consonants and the simpler combinations of consonants. Book two, continues the subject giving combinations of a more difficult type.

——— ——— Course of study in speech improvement. Detroit, Mich., Board of education, 1925. 90 p.

A course of study originated and revised by those working in the division of speech improvement. Is developed under eight main headings: Poise of body and mind; breath control; speech mechanism; the voice; position and emission of sounds; reading; activities for development of good speech; and activities for the correction of lisping, nasality, cleft palate, foreign accent, and stammering.

**Detroit, Mich. Board of education.** Course of study for special classes. Detroit, Mich., Board of education, 1926. 95 p.

Course outlines in reading, arithmetic, geography, history, civics, spelling, and handwriting for the mentally retarded. Lists teachers' reference books and pupils' textbooks.

——— ——— The department of special education. Detroit, Mich., Board of education, 1925. 39 p.

Describes the organization of the Department of special education in Detroit as it existed in 1925.

——— ——— Pupils' guide to speech correction. Detroit, Mich., Board of education, 1929. 47 p.

A manual for pupils' use, containing exercises for speech improvement.

### MINNESOTA

**Kuhlman, F.** Outline of mental deficiency for social workers, teachers, and others in Minnesota. St. Paul, Minn., State board of control, Research bureau, 1925. 80 p.

Defines mental deficiency and feeblemindedness, gives important psychological facts regarding the feebleminded, discusses the problems involved in their care and education, and suggests a State program for Minnesota. Lists selected reading references.

**Minneapolis. Board of education.** Visiting teacher number, Educational bulletin. Minneapolis, Minn., Minneapolis public schools, 1926. 70 p. (Educational bulletin, no. 9)

Considers the place and the work of the visiting teacher in relation to school and social agencies of the community, particularly as they affect the exceptional child.

### MISSOURI

**Kansas City, Mo. Department of education.** Under-privileged children—mentally, socially, and morally handicapped. Kansas City, Mo., Department of education, 1930. 29 p. (City school service bulletin, vol. 2, no. 4, March, 1930)

A description of the school opportunities offered in Kansas City public schools for children who are underprivileged on account of mental, social, or moral handicaps. It sets forth the organization and aims of the special schools.

——— ——— Under-privileged children—physically handicapped. Kansas City, Mo., Department of education, 1930. 19 p. (City school service bulletin, vol. 2, no. 3, January, 1930)

A description of the school opportunities offered in Kansas City for the deaf, the crippled, the sight defective, and other physically handicapped children.

### NEW JERSEY

**New Jersey. State department of public instruction.** [A report of the proceedings of the annual conference of the Commissioner of education and superintendents of schools] Education bulletin, vol. 17, no. 7, March, 1931. 168 p.

The topics discussed were concerned with the provision of maximum opportunity for pupils in terms of their mental ability and the provision of special educational opportunities for children who are handicapped by mental or physical defects. The work done in various school systems of the State is reported in detail.

### NEW YORK

Cornell, Ethel L. Mental hygiene, its place in the classroom. New York, University of the State of New York, 1927. 19 p. (Bulletin no. 875, May 1, 1927)

A bulletin designed to help the teacher in the understanding of mental hygiene principles as she meets the problems of childhood. Points out the factors that need to be considered in analyzing behavior difficulties.

Cowen, Philip A. *and* Matthews, Eleanore Ross. Special-class curriculum study. Albany, The University of the State of New York, 1930. 55 p. (Bulletin no. 944)

Part I presents the "results of the analysis of current practices in regard to grouping pupils and in regard to the activities approximately used in each group." Part II lists desirable teaching units. Part III suggests material which may be used in the various teaching units and the source from which such material may be obtained.

Coxe, Warren W. *and* Cornell, Ethel L. A study of pupil achievement and special-class needs in Westbury, L. I. Albany, The University of the State of New York, 1926. 52 p. (Bulletin no. 839)

A survey conducted in order to investigate ability and achievement of pupils and to determine whether there was need for further provision for subnormal children in special classes. Findings indicated the need for organization of a third special class to be added to the two already existing.

Gray, Eleanor A. Manual of suggestions for the use of the phonograph in special classes. Albany, N. Y., University of the State of New York, 1926. 38 p. (Bulletin no. 843)

"Suggests ways of using the phonograph records which the State Department of education lends to teachers of mentally defective children. It aims to encourage a wider appreciation of the adaptation of music to educative activities in special classes."

Martin, Frederick. The prevention and correction of speech defects. New York, University of the State of New York, 1921. 6 p. (Bulletin no. 747, 1921)

Considers the major types of speech defects and stresses the importance of prevention in their incipiency.

Morrison, J. Cayce; Cornell, W. B.; *and* Coxe, Warren W. Survey of the need for special schools and classes in Westchester County, N. Y. Albany, The University of the State of New York, 1924. 29 p. (Bulletin no. 806, 1924)

Describes the method used in the investigation of the needs of the county, the results of the study, and gives recommendations for action.

New York. Board of education. Mentally handicapped children, 1925–26. New York, Board of education, [1926] 120 p.

A report of the inspector of ungraded classes of the city of New York, dealing with the organization and development of the work carried on for retarded children.

——— ——— Summary report on pupils of two special opportunity classes of very bright children. New York, Board of education, 1929. 16 p.

An account of the origin and organization of the classes, their outstanding features, and the follow-up work done with the pupils enrolled.

——— University of the State of New York. Jamestown eye survey. Albany, N. Y., University of the State of New York, 1926. 26 p. (Bulletin no. 847, 1926)

A study of 8,000 school children made with the purpose of determining the amount of defective vision that might be expected in a representative city of medium size. Of the total number examined, 18 per cent were found to have an eye defect of some kind, and 4 per cent showed marked defects needing urgent attention. Of these defects it was estimated that 30 per cent could readily be corrected in a few months' time through adequate facilities. Recommendations for a constructive program are included.

——— ——— Organization of special classes for subnormal children. Albany, N. Y., The University of the State of New York, 1930. 9 p. (Bulletin no. 940)

Discusses briefly the purpose of special classes, legal provisions, regulations for their organization, and general methods of teaching.

——— ——— State aid to counties for physically handicapped children. Albany, N. Y., The University of the State of New York, 1926. 15 p. (Bulletin no. 858)

Discusses the functions of the Crippled children's bureau of the State of New York, its organization, and the provisions under which State aid is given.

**Orleans, Jacob S.** Survey of educational facilities for crippled children in New York State. Albany, N. Y., The University of the State of New York, 1925. 26 p. (Bulletin no. 835)

A description of the work being done in nine cities of New York State to educate the crippled child according to his needs.

### OHIO

**Cleveland, Ohio. Board of education.** Classes for subnormals. Cleveland, Ohio, Board of education, 1930. 28 p.

Discusses organization, equipment, teacher standards, curriculum, etc.

——— ——— Deaf, Braille, and sight-saving classes. Cleveland, Ohio, Board of education, 1930. 34 p.

General report of type of work done in the classes listed in the title.

——— ——— Institutional schools. Cleveland, Ohio, Board of education, 1930. 8 p.

A brief account of the organization of residential schools for delinquent boys, delinquent girls, and for tuberculous children; also of the work being done in the detention home.

——— ——— Special classes for subnormal children. Cleveland, Ohio, Board of education, 1929. 6 p.

A brief account of the organization, administration, and curriculum of special classes for mentally retarded children.

——— ——— Sunbeam school and orthopedic department. Cleveland, Ohio, Board of education, 1930. 16 p.

Description of the work being done for crippled children in the city.

——— ——— Thomas A. Edison school. Cleveland, Ohio, Board of education, 1930. 16 p.

Description of a school organized for the boy who has become a behavior problem. Its aim is to direct rather than to punish.

**Hadley, Hazel C.** Educating crippled children in Ohio. Columbus, Ohio, State department of education, 1927. 134 p.

A general survey of the work being done under the State department of education in the interests of crippled children.

**Ohio. State board of education.** Prescribed standards for classes for crippled children. Columbus, Ohio, State board of education, 1925. 4 p.

——— ——— Prescribed standards for classes for deaf children. Columbus, Ohio, State board of education, 1925. 4 p.

——— ——— Prescribed standards for sight saving classes. Columbus, Ohio, State board of education, 1926. 4 p.

Considers eligibility of pupils, size and equipment of room, size of classes, and administration for this type of exceptional children, and the types in the two entries immediately preceding.

**Wise, C. R.** *and* **Cox, Mary R.** Educating the deaf. Cleveland, Ohio, Board of education, 1929. 20 p.

Gives something of the history of the Alexander Graham Bell school in Cleveland, the problem which it is meeting in the education of the deaf, and the organization and curriculum of the school.

### PENNSYLVANIA

**Philadelphia, Pa. Board of public education, Division of special education.** [Report] 1929. 170 p.

Describes the work accomplished during the year 1928–29 in special education, which is divided into three parts: The supervision of instruction in special classes, speech improvement, and the work of the psychological clinic.

——— ——— ——— [Report] Philadelphia, Pa., Board of public education, 1930. 23 p.

Deals with the plan of organization, types of special classes and special class centers, and service rendered during the year 1929–30.

### WISCONSIN

Lison, Marguerite M. Care and education of crippled children and disabled adults. Madison, Wis., State association for the disabled, 1928. 53 p. (Bulletin no. 1)

A bulletin showing the needs of crippled children, and presenting the laws and facilities existing in Wisconsin related to the care and education of such children.

Race, Henrietta V.; Ward, Lavilla, *and* Lison, Marguerite M. Special education for handicapped children. Madison, Wis., State department of public instruction, 1928. 18 p.

A report of the division of special education of the State of Wisconsin for the biennium 1926–28.

Stillson, Stella V. A course of study for classes for mentally handicapped children. Madison, Wis., State department of education, n. d. 233 p.

A complete course of study, outlining vital subject matter, setting forth basic principles, and suggesting methods of modifying techniques for specific group needs. Is the result of the experience of special class teachers in Wisconsin. Appendix includes bibliography, list of equipment and supplies, and sources of special equipment.

### WYOMING

McLeod, Beatrice. Special classes for handicapped children. Cheyenne, Wyo., State department of education, 1928. 28 p.

A report of the division of special education of the State of Wyoming, covering the biennium 1926–1928.

Newark, N. J. Board of education. Special schools. [Binet schools and classes. Classes for the blind] Newark, N. J., Board of education, 1921. 56 p. (Monograph no. 8, Part I)

——— ——— [School for the deaf] Newark, N. J., Board of education, 1921. 43 p. (Monograph no. 8, Part II)

——— ——— [Speech improvement classes. Classes for crippled children. Ungraded schools] Newark, N. J., Board of education, 1921. 42 p. (Monograph no. 8, Part III)

These three monographs above describe the organization of special schools and classes of the various types in Newark. Selection of children, curriculum, activities, equipment, and instructional method, are considered.

Trenton, N. J. Board of education. A survey and program of special types of education. Trenton, N. J., Board of education, 1929. 96 p.

A survey of existing provisions for various types of exceptional children in the city of Trenton and recommendations for an administrative program designed to provide for their needs. Report was made by a committee of experts, of which Edgar A. Doll was chairman.

——— ——— Course of study. Special classes. Trenton, N. J., Public schools, July 1924. 54 p.

Includes both academic and handwork, physical training and hygiene for mentally defective children. Discusses aims, method, and content material.

Watson, Elisabeth K. Outline for use in special classes. Paterson, N. J., Public schools, 1924. 79 p.

A book of suggestions prepared for teachers of mentally retarded children. It includes academic subjects, manual work, seat work for low grade children, and sense training.

——— Supplementary reader for use in special classes. Paterson, N. J., Board of education, 1927. 14 p.

Selections suited to the mental limitations of the pupils involved, but with an appeal of interest to their social and chronological maturity. They deal primarily with civic life.

## XI. ASSOCIATIONS AND PERIODICALS DEVOTED TO THE INTERESTS OF EXCEPTIONAL CHILDREN

[NOTE: The *associations* listed below can give much help to those seeking information regarding policies and practices in dealing with specific types of exceptional children. Some of them also publish annual proceedings, numerous reprints of articles appearing in journals, and other material of value. Headquarters address of the association is given where such exists; otherwise the name and address of the secretary are furnished. The *periodicals* listed are those which deal with the psychology or the education of exceptional children and the treatment of problems involved.]

### A. ASSOCIATIONS INTERESTED IN EXCEPTIONAL CHILDREN

#### 1. ALL TYPES

International Council for the Education of Exceptional Children. Eleanor A. Gray, 485 Chesterfield Avenue, Ferndale, Mich., secretary.

#### 2. BEHAVIOR PROBLEMS

American Orthopsychiatric Association. George S. Stevenson, National Committee for Mental Hygiene, 450 Seventh Avenue, New York City, secretary.

National Committee for Mental Hygiene. 450 Seventh Avenue, New York City.

National Conference of Juvenile Agencies. Edward L. Johnstone, Woodbine Colony, Woodbine, N. J., secretary.

National Probation Association. 450 Seventh Avenue, New York City.

#### 3. BLIND AND PARTIALLY SEEING

American Association of Instructors of the Blind. B. S. Joice, Western Pennsylvania School for the Blind, Pittsburgh, Pa., secretary.

American Association of Workers for the Blind. Stetson K. Ryan, Board of Education of the Blind, 20 Washington Street, Hartford, Conn., secretary.

American Foundation for the Blind, Inc., 125 East Forty-sixth Street, New York City.

National Society for the Prevention of Blindness. 450 Seventh Avenue, New York City.

#### 4. CRIPPLED

International Society for Crippled Children. E. Jay Howenstine, Elyria, Ohio, secretary.

National Association of Teachers of Crippled Children. Rosamund Rouse, Blodget Memorial Hospital, Grand Rapids, Mich., secretary.

#### 5. DEAF AND HARD OF HEARING

American Association to Promote the Teaching of Speech to the Deaf. T. C. Forrester, Richester School for the Deaf, Rochester, N. Y., secretary.

American Federation of Organizations for the Hard of Hearing. Betty C. Wright, 1537 Thirty-fifth Street, Washington, D. C., secretary.

Convention of American Instructors of the Deaf. Ignatius Bjorlee, School for the Deaf, Frederick, Md., secretary.

National Education Association, Department of Lip Reading. Alice I. Putnam, 3610 Milam Street, Houston, Tex., secretary.

#### 6. MALNUTRITES AND ORGANIC DEFECTIVES

American Child Health Association. 450 Seventh Avenue, New York City.

American Public Health Association. 450 Seventh Avenue, New York City.

National Tuberculosis Association. Charles J. Hatfield, H
tute, Philadelphia, Pa., secretary.

#### 7. MENTALLY DEFECTIVE

American Association for the Study of the Feeble-minded. Howard W.
ter, 722 West One Hundred and Sixty-eighth Street, New York City, secretary.

#### 8. SPEECH DEFECTIVE

American Society for the Study of Disorders of Speech. Samuel D. Robbins, 410 Boylston Street, Boston, Mass., secretary.

National Society for the Study and Correction of Speech Disorders. Alice Liljegren, Board of Education, Omaha, Neb., secretary.

## B. PERIODICALS DEVOTED TO THE INTERESTS OF EXCEPTIONAL CHILDREN

#### 1. BEHAVIOR PROBLEMS

*American Journal of Orthopsychiatry.* 145 East Fifty-seventh Street, New York City. Quarterly.

The official organ of the American Orthopsychiatric Association. "The journal is devoted to the publication of articles covering any or all of the issues involved in the study and treatment of behavior difficulties, more especially those illustrating the dynamic interrelationships within the human personality."

*Journal of Juvenile Research.* Whittier, Calif., California Bureau of Juvenile Research. Quarterly.

"Devoted to the scientific study of problems related to social conduct."

*Mental Hygiene.* New York. National Committee for Mental Hygiene. Quarterly.

Considers all phases of mental hygiene problems, including its application to exceptional children.

*Mental Hygiene Bulletin.* New York, National Committee for Mental Hygiene. Ten numbers per year.

Gives news items of mental hygiene developments in various fields and localities. Articles of general consideration are also included.

*Psychological Clinic.* Woodland Ave. and 36th Street, Philadelphia, Pa., The Psychological Clinic Press. Nine numbers per year (without fixed date.)

"A journal of orthogenics for the normal development of every child." Includes numerous reports of case studies and consideration of problems concerning mentally exceptional children.

*Understanding the Child.* 3 Joy Street, Boston, Mass., Massachusetts Society for Mental Hygiene. Quarterly.

A magazine published for the public-school teachers of Massachusetts. Devoted to a consideration of pupil-teacher relationship and to the problem of mental hygiene encountered in the classroom.

#### 2. BLIND AND PARTIALLY SEEING

*Outlook for the Blind.* New York, American Foundation for the Blind. Quarterly.

Considers problems of education of the blind and also includes articles of interest to blind readers. Is translated into Braille for their special use.

*News Letter on Sight Conservation.* New York, National Society for the Prevention of Blindness. 5 times a year.

Devoted to news and notes concerning current activities in the general field of preventing blindness.

*ss Exchange.* New York, National Society for the Preven- . 5 times a year.

s of interest to persons concerned with sight-saving classes in school

*Saving Review.* New York, National Society for the Prevention of indness. Quarterly.

Designed to "meet the needs of State and local prevention of blindness workers, educators, illuminating engineers, public health administrators, industrial physicians and nurses, sight-saving class teachers and supervisors, ophthalmologists, and any one interested in the sociological aspects of saving sight."

*Teachers' Forum.* New York, Bureau of Research and Education, American Foundation for the Blind. 5 times a year.

A periodical for instructors of blind children. Discusses methods and projects applicable to their education.

### 3. CRIPPLED

*Crippled Child.* 800 Lorain County Bank Building, Elyria, Ohio. Bimonthly.

Official organ of the International Society for Crippled Children. Presents the cause of crippled children from the standpoint of physical, medical, and educational provisions.

*Monthly Letter of the International Society for Crippled Children.* Elyria, Ohio.

Gives news notes of current activities in behalf of crippled children.

### 4. DEAF AND HARD OF HEARING

*American Annals of the Deaf.* Gallaudet College, Washington, D. C. Bimonthly during school year.

The organ of the Convention of American Instructors of the Deaf. Devoted to the problems of the education of deaf children.

*Auditory Outlook.* 1537 Thirty-fifth Street, Washington, D. C. Monthly.

The official organ of the American Federation of Organizations for the Hard of Hearing. Devoted to the interests of the deaf and hard-of-hearing people, and to the social work which is going on among them, with some attention also to educational problems.

*Vocational Teacher.* 506 Park Avenue, Fulton, Mo. Quarterly.

Devoted to the improvement of vocational instruction in American schools for the deaf.

*Volta Review.* 1537 Thirty-fifth Street, Washington, D. C.

Organ of the American Association to Promote the Teaching of Speech to the Deaf. Devoted to a consideration of problems of the deaf and adequate methods of meeting them.

### 5. MENTALLY DEFECTIVE

*Psychological Clinic.* (See under 1, above.)

*Training School Bulletin.* The Training School, Vineland, N. J. Monthly. (Except July and August.)

Devoted to problems of the mentally defective and their education.

### 6. SPEECH DEFECTIVE

*Quarterly Journal of Speech.* Flanigan Pearson Co., 10 Chester Street, Champaign, Ill.

Organ of the National Association of Teachers of Speech. Includes consideration of all phases of speech teaching, with some reference to speech correction.

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